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An Assessment of the Role of the State Supervisor in Illinois

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AN ASSESSMENT OF THE ROLE OF
THE STATE SUPERVISOR IN
ILLINOIS

by

Michael F. Stramaglia

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University in Partial Fulfillment of the
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Most of all a word of public thanks to my creator for giving me certain talents.

Biographical Information

Michael F. Stramaglia was born in Chicago, Illinois, May 24, 1937.

He was graduated from Austin High School, Chicago, Illinois, in January 1955. He received a Bachelor of Arts degree in History from Roosevelt University in February 1965; the degree of Master of Arts in Education Administration was confirmed in June 1967 from the same institution.

The author taught at Rezin Orr High School, Chicago, Illinois, from 1965-70. He was appointed the principal of the Albert Brandt Elementary School, Oak Lawn-Hometown District 123, 1970-71. Presently he is the Assistant Superintendent of Elementary and Secondary Education, Office of the Superintendent of Public Instruction, Springfield, Illinois.

The author has published the following articles:

"Attitudes vs. Job Success in the Cooperative Work Training Program, Illinois Vocational Progress, Spring 1970.

"45-15 Plan - An Official Evaluation and Recognition, Illinois School Board Journal, November-December 1971.

"The Changing Role of the Principal," Illinois Principal, March 1972.

Review of The School as a Center of Inquiry, Illinois School Journal, Chicago State University, Spring 1972.

"Alternatives in Education: The Twelve-Month School Year, Illinois Journal of Education, May 1972.

"Action Goals for the Seventies, Illinois Association for Supervision and Curriculum Development Newsletter, November 1972.

"A Plan for Recognizing and Supervising Illinois Schools," Michael Stramaglia, Richard Small, and Harry Crane, Illinois Association of School Boards Bulletin No. 314, September 11, 1972.

"Consumer Education - The Illinois Plan, " The Credit World, December 1972.

"The Role of the Elementary Principal: An Emphasis on Communication, accepted for publication by Illinois Principal.

"Music the Fifth Dimension," The Illinois Music Education, March 1973.

"A Focus on the Major Changes in the Revised Illinois Program for Evaluation, Supervision, and Recognition of Schools, Michael F. Stramaglia and Richard Small accepted for publication by Illinois School Board Journal.

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CHAPTER I

INTRODUCTION

The total educational structure composed of local, intermediate, state, and national components, has generally demonstrated the ability to keep pace with emerging educational demands. As with any current situation, however, it seems that there are always serious problems which generate questions concerning the capacity of the system to cope with new developments.

With the development of problems that are beyond the effective control of the local district and the increased interest in education on the part of the federal government, the need for a reevaluation of the state education agency has grown. An illustration of this point is the shift in position taken by James B. Conant. He had stated that the local board was the keystone to educational policy and that state agencies were just to be "tolerated." At the 1964 annual conference of the Council of Chief State School Officers, he stated that he had changed positions. In Shaping Educational Policy, he stated:

What is needed are strong state boards of education, a first-class chief state school officer, a well-organized state staff, and good support from the legislature.¹

Many states, however, are still not in a position to provide the leadership necessary in a developing, dynamic role. Keith Goldhammer and his

¹James B. Conant, Shaping Educational Policy, (New York: McGraw-Hill Book Company, 1964), p. 38.

associates in their report of a study of twenty-two state education agencies, stated that in all but three the leadership of the agency was considered inadequate by local school superintendents. Three areas considered most significant were political interference or domination, the low status of the agency in state government and consequent lack of legislative support, and the competency of the personnel employed.²

In a somewhat related study, Kenneth Smith and his colleagues studied the use of Title V, ESEA funds by state education agencies. Although chief state school officers uniformly indicated that they wished more funds were available so that there would be a greater impact upon state agencies, Smith and his associates were more cautious:

In our analysis of the utility of Title V funds in strengthening state departments of education, we have been somewhat more cautious in our appraisal. We have indicated previously our concern that the funds, especially in smaller state departments of education, were being used chiefly to provide more of the traditional services. Insufficient attention has been paid, we feel, to those activities included under the broad heading of research and development, and public information and support.³

In terms of Title V, ESEA, the most recent assessment of state education agencies resulted in the fifth annual report of the Advisory Council on State

² Keith Goldhammer, et. al. Issues and Problems in Contemporary Educational Administration (Eugene, University of Oregon Press, 1967), pp. 88-89.

³ Kenneth Smith, "The Impact of Title V on State Departments of Education," in Roald Campbell, Gerald Sroufe and Donald Lapton. Strengthening State Departments of Education, (Midwest Administration Center, University of Chicago, 1967), p. 74.

Departments of Education. Much greater emphasis is being addressed to planning, evaluation, program coordination, monitoring, review, and reporting information. More optimism was expressed in this report than in Smith's report in 1967.

The one consistent discovery that has been made by the review teams is that all State departments of education are in a state of re-organization. This is heartening. It indicates that there is no longer apathy or resignation to a condition which it was believed could not be changed. Nor is there complacency, which denotes a frame of mind antagonistic to improvement.⁴

Thus state education agencies cannot remain just as dispensers of money, enforcers of regulations, and compilers of facts and figures. Quite to the contrary, state education agencies must assume a leadership role in curriculum, finance, certification, planning, and supervising instruction.

This leadership role must be focused upon organizing and coordinating an effective educational system by stressing the following: to establish a sound foundation for financial support; to establish standards in terms of educational program; to lead in curriculum development and encouragement of innovation; to lead in long-range planning; and to provide incentives to local school systems to go beyond a minimal performance.⁵ The role of the state agency will be determined by how effectively the states discharge their educational responsibilities and not by a legal theory of "states rights."

⁴Office of Education, The Federal-State Partnership for Education, (U.S. Department of Health, Education, and Welfare, Government Printing Office, Washington, 1970).

⁵Office of the Superintendent of Public Instruction, Illinois, Action Goals for the Seventies: An Agenda for Illinois Education, 1972.

Consultant services in all of these areas will be required from the state agency, especially in the development of curriculum and the encouragement of innovations. In Illinois state agency officials have determined that supervision is an essential component of the state's program.

Few studies have been carried out concerning the ability of the state agency to affect learning through supervision. However, studies dealing with the effects of supervision on learning at the school district level have been conducted over the last fifty years. The value of supervision has remained constant in all of the findings. One of the very early research studies that demonstrated the importance of supervision was reported in The Value of Supervision by M. S. Pitman. The positive effects of supervision upon learning were indicated in the results of a seven month long study in Broman County, South Dakota, as follows:

... when measured by equated differences and by percentage of progress, the control group advanced approximately 194 per cent as far during the seven months in the particular function under investigation as did the children with whom they were compared.⁶

This study is presented because it represents a score of similar studies with comparable findings and the study indicates by its historical setting that educators have been aware of the value of supervision since the 1920s.

In a more recent discussion of supervision, William H. Burton and Lee J. Brueckner in their Supervision: A Social Process emphasize that if supervision is to improve instruction, it must provide:

⁶M. S. Pitman, The Value of Supervision, (New York: Warwich and York, 1925), pp. 16-17.

1. Leadership that develops a unified school program and enriches the environment of all teachers.
2. The type of emotional atmosphere in which all are accepted and feel that they belong.
3. Opportunities to think and work together effectively as a faculty group.
4. Personnel procedures that give the teacher confidence in the school system.
5. Program change based on honest evaluation.⁷

More current studies in supervision stress the role of the supervisor as a change agent. Eight papers edited by James Rath and Robert Leeper presented recent thinking and research in supervision, with an emphasis on the role of the supervisor as a change agent in the school.⁸ In a similar volume, Leeper presents a collection of four addresses which consider important issues for educational supervisors in a society undergoing rapid social change. Among others, this volume stresses open communication and acceptance of responsibility as important aspects in the role of the supervisor.⁹

A recent interpretation of the role of supervision was seen as "action and experimentation aimed at the improvement of instruction and the instructional

⁷William H. Burton and Leo J. Brueckner, Supervision: A Social Process, (New York: Appleton - Century - Crofts, 1955), p. 27.

⁸James Rath and Robert Leeper (ed.), The Supervisor: Agent for Change in Teaching, Papers from the ASCD Eleventh Curriculum Research Institute, (Washington, D.C., November 5-9, 1965, and Denver, Colorado, April 23-26, 1966).

⁹Robert R. Leeper (ed.) Changing Supervision for Changing Times, Association for Supervision and Curriculum Development, (Washington, D.C., 1969).

program."¹⁰ Using this definition, the authors stated that supervision would be the concern of superintendents, principals, specialists, directors, consultants, deans, coordinators, chairmen, and teachers. When considering the state education agency, the authors stress the importance of communication of ideas to local districts and the need for research on the part of the state agency.¹¹

With so many participants involved in the process of supervision, to draw a line between the administrative, supervisory, and instructional functions becomes difficult. Incorporating this concept, many activities would overlap in all three categories. In considering all of the possible definitions of supervision, that none were completely adequate for this study. For this reason a definition of supervision was developed. For the purpose of this study, the primary concern with a supervisory activity must be the improvement of instruction. If the influence on the improvement of instruction is a secondary objective, the activity must then be considered something other than supervision. However, it should be realized that some modern authorities do not accept this definition of supervision as being broad enough. For the purpose of this study, the definition is adequate.

In every school system the problem of determining what to teach and how teaching should be accomplished always exists. The potential, then, for

¹⁰James Marks, Emery Stoops and Joyce King - Stoops, Handbook of Educational Supervision, (Allyn and Bacon, Boston, 1971), p. 15.

¹¹Ibid., pp. 74-75.

supervision is ever present. The state education agency, if it is to involve itself with instructional improvement must outline the basic elements of state supervision. In so doing, the State Agency must avoid duplicated efforts and ineffective approaches.

Purposes of the Study

For this study, the purposes are (1) to identify those elements which have been a basic part of the role of the state curriculum supervisor as drawn from data obtained from the local supervisory leader and the state supervisors of the Instruction and Curriculum Section of the Office of the Superintendent of Public Instruction, Illinois, and (2) to determine those elements which are considered to be a basic part of the role of the state curriculum supervisor as drawn from the data gathered from the local curriculum supervisory leaders and the state supervisors.

The main purpose, then, was to study the role of the state curriculum supervisor from a performance perspective as follows: (1) as has been occurring, and (2) as is considered to be desirable. This goal necessitated a study of supervisory activities in selected school districts in Illinois as viewed by the local supervisory leader and as experienced by the state curriculum supervisor. To compare these perspectives, appropriate hypotheses were formulated and either verified or rejected as the data dictate.

Development of Hypotheses

A list of the possible elements of the role of the state supervisor that are descriptive of major areas of concern as outlined by the Office of the Superintendent of Public Instruction, Illinois, in Action Goals for the

Seventies¹² was developed through examination and analysis of the document.

In addition, five top state education agency administrators were contacted for their evaluation of the compiled list.

Items on the list and the building of hypotheses related to this list were based upon their relevance to the educational issues confronting educators and the public in the State of Illinois. To determine these priority issues, the state education agency conducted a major fact-finding project during the summer and fall of 1971 to determine what the people of the state considered to be of greatest importance in educating students.

After several months of preparation, six public hearings were conducted throughout the state to gather public sentiment. From the collected information, a draft was prepared and discussed at a three-day meeting in Chicago involving people from throughout the state. The work of this conference resulted in a second draft which was discussed for six months by the state education agency staff, advisory councils, and various educational organizations. In May, 1972, the final document, Action Goals for the Seventies¹³ which served as the theory from which the hypotheses for this study was generated, was distributed.

Following are the six hypotheses to be tested in this study:

- I. There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects in the leadership style of the state curriculum supervisors and what state curriculum supervisors report was their actual leadership style.

¹² Office of the Superintendent of Public Instruction, op. cit.

¹³ Ibid.

- II. There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in individualizing instruction and what state curriculum supervisors report was their actual role in individualizing instruction.
- III. There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in implementing new state programs and what state curriculum supervisors report was their actual role in implementing new state programs.
- IV. There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in the improvement of instructional skills and what state curriculum supervisors report was their actual role in the improvement of instructional skills.
- V. There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in the integration of curricular offerings and what state curriculum supervisors report was their actual role in the integration of curricular offerings.
- VI. There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in providing information on instructional attitudes and what state curriculum supervisors report was their actual role in providing information on instructional attitudes.

All of the hypotheses were developed to focus upon the major purposes of this study, i.e. to assess the actual performance of the state curriculum supervisor and identify the basic desirable elements of the role of the state curriculum supervisor. Additional with the information that was collected, many more significant relationships could have been developed than were covered in the six hypotheses. These additional relationships were not covered in the hypotheses because they did not relate to the major purposes of this study. However, the data were discussed and, in some cases, minor conclusions were drawn because the findings were relevant to the goals of the state education agency.

Methodology

Once the theoretical framework and appropriate hypotheses had been developed for the study, the next problem concerned the proper methodology to collect and analyze the data necessary to test the hypotheses. Some authorities see little connection among methods, research activities, and the theory building process. Robert K. Merton stated:

At the outset we should distinguish clearly between sociological theory, which has for its subject matter certain aspects and results of the interaction of man and therefore is substantive, and methodology, or the logic of scientific procedure. The problems of methodology transcend those found in any one discipline, dealing either with those common to groups of discipline, or, in more generalized form, with those common to all scientific inquiry. Methodology is not peculiarly bound up with sociological problems, and though there is a plentitude of methodological discussions in books and journals of sociology, they are not thereby rendered sociological in character.¹⁴

Merton suggested that theory was much more important than methodology.

In fact, he suggested that theory and methodology can be considered separately.

Many students of theory and methodology such as Herbert Blumer¹⁵, Abraham Kaplan¹⁶, and Robert Brown¹⁷ disagree with this position because a wide

¹⁴ Robert K. Merton, On Theoretical Sociology, (The Free Press, N.Y. 1967), pp. 140-141.

¹⁵ Herbert Blumer, "What is Wrong with Social Theory?" (American Sociological Review 19 February, 1954), pp. 1-10.

¹⁶ Abraham Kaplan, The Conduct of Inquiry: Methodology for Behavioral Science, (San Francisco, Chandler Publishing Company, 1964).

¹⁷ Robert Brown, Explanation in Social Science, (Aldine, Chicago, 1963).

gap between theory and methodology could develop. Blumer has suggested that:

Theory, inquiry and empirical fact are interwoven in a texture of operation with theory guiding inquiry, inquiry seeking and isolating facts, and facts affecting theory. The fruitfulness of their interplay is the means by which an empirical science develops.¹⁸

Other sociologists have been subscribed to Blumer's position but have tended to use methods with little thought related to theory. Many researchers only use one method in their studies, thereby eschewing the potential value of other methodologies. Small group theorists, for example, rely nearly entirely upon the experiment, while students of organizations overemphasize field strategies such as participant observation.¹⁹

Considering the above points, certain decisions were made concerning the methodology of this study. First, a determination was made that thirty-two state curriculum supervisors and seven hundred seventy-nine local school districts were involved in the curriculum visitation program during the 1971-72 school year. All thirty-two state curriculum supervisors involved in the curriculum visitation program during the 1971-72 school year were included in the study. Since there was a large number of school districts involved, a sample was utilized.

Further, to maximize the amount of usable data, two methods of data collection would be employed. One method would involve a survey instrument. The other method would be the interview. Both the state curriculum supervisors

¹⁸Blumer, op. cit., p. 1.

¹⁹Carter V. Good, Essentials of Educational Research, (Appleton - Century - Crofts, New York, 1972), pp. 288 - 290.

and the local curriculum supervisory leaders were given a survey instrument to complete. All state curriculum supervisors and a sample of the local curriculum supervisory leaders were interviewed. A discussion of the sampling technique, the survey instrument, and the interview process follows.

A study of all Instruction and Curriculum supervisors' itineraries was made to compile one master list of school districts in Illinois that were visited during the 1971-72 school year. This list was arranged alphabetically by county with each district given a number in order from 1 to 779 (the total number of districts visited).

The Data Services Section of the Office of the Superintendent of Public Instruction was asked to select one hundred sixty-one numbers from numbers 1 to 779 utilizing a program that generates numbers from a sequence in a random fashion, to draw a twenty per cent sample. A twenty per cent sample was decided upon for two reasons: (1) a ten to twenty per cent sample was suggested by statisticians to test the hypotheses adequately, and (2) a large but manageable sample was desired to give the best possible cross-section of Illinois school districts.

After the random list of numbers was generated (Appendix XI), the school districts corresponding to these numbers were chosen as part of the original sample. For example, number 397 corresponded to District #108, Highland Park, Lake County, on the master list. (Appendix I). Each of the one hundred sixty-one school districts chosen to be in the sample were sent a survey instrument (Appendix II) and cover letter (Appendix III).

In selecting a sample for the interviews the same random number system was used. Each of the one hundred sixty-one districts were numbered alphabetically

by county. The Data Services Section generated a twenty per cent sample of the numbers or thirty-two numbers (Appendix XI). The districts on the list corresponding to these numbers were thus chosen to be included in the follow-up interviews.

One of the first questions asked concerning the use of a survey instrument or questionnaire as a data gathering device, was whether it would be an appropriate approach. In this case a survey instrument was used because in defining a direction with certain predetermined characteristics a structured, closed, categorical instrument must be used. To reach the number of people involved who are distributed over a wide geographical area, an easily distributable and collectable device must be used. Also, a questionnaire satisfied the rule of "best evidence" because no data exist on the topic.

Additionally, this study was not concerned with the individual personalities of the supervisors. Rather, the study concerned the composite role of the supervisor within the social context of the state education agency. Survey instruments facilitate the collection and analysis of data which concerns a role. Generalizations were made from the comparable data to determine a role definition.

The format of the survey instrument was adapted from a questionnaire designed by Jack R. Frymer. The original questionnaire, "The Supervisory Situation Reaction Test," was developed to determine what art supervisors did in their work and what they perceived their role to be. The reason for using a previously tested format was to decrease the amount of pretesting needed to formalize the instrument.²⁰

²⁰ Jack R. Frymer in Leslee Bishop, Report on the seminar for improving the effectiveness of supervisors in art education, (Department of Health, Education and Welfare, 1970).

The first section of the questionnaire concerning leadership style was adapted from Frymer. The second section was constructed considering activities and programs that will be stressed to implement Action Goals for the Seventies. A preliminary form and cover letter was prepared for a pilot study. (Appendix V).

A total of thirty-four districts was chosen from the school districts not utilized in the study to use in the pilot study. These districts were also chosen at random by the random number process. The pilot study resulted in changes in format and instructions, but no major changes were made in question content. Also, it was found that a seventy per cent return rate could be expected with no follow-up procedure. Thus, the major reasons for the pilot study were to test intelligibility of questions from the respondents' point of view; discover possible misunderstandings of instructions by respondents; check the completeness of questions; discover possible defects in the form or presentation of questions; estimate the response rate.

Since the method of ranking items was chosen, the Spearman rank correlation coefficient was chosen to analyze the data.²¹ In developing the data for analysis, a three step procedure was chosen. In step one the data were checked, totals for each survey item were computed, and the totals were ranked. The next step was to find correlations between sets of the ranked items. After the correlations were computed, they were compared with a table of critical values to test the significance level. State Agency statisticians determined that

²¹Sidney Siegel, Non-parametric Statistics (New York, McGraw-Hill, 1956), pp. 202-213.

significance at the .05 level would be sufficient to reject the null hypothesis and accept the statistical hypothesis. This was step three in the analysis data.

To check the validity of the data which were collected with the survey instruments the interview method was used as a follow-up to the questionnaire. Each person interviewed was asked specific questions (see Appendix VI), the responses to which were compared and related to responses on the questionnaire. The questions fell in six categories, each related to the primary purpose of the study.

In upholding the interview as a legitimate research tool, Carter V. Good and his associates stated:

By means of the interview, it is possible to secure many data that cannot be obtained through the less personal procedure of distributing a reply blank. People generally do not care to put confidential information in writing; they may want to see who is getting the information and receive guarantees as to how it will be used; they need the stimulation of personal contacts in order to be drawn out ... Furthermore, the interview enables the researcher to follow-up leads and take advantage of small clues; in complex materials, where the development is likely to proceed in any direction, no prepared instrument can perform the task. Again, the interview permits the interviewer to gain an impression of the person who is giving the facts, to form some judgment of the truth in the facts, to 'read between the line' things that are not said.²²

A standard schedule interview approach was used in which the wording and order of all questions is exactly the same for every respondent. All responses must be comparable so that any variations between respondents can be attributed to actual differences in response and not to the instrument. Knowing the

²²Carter V. Good, A. S. Barr and D. E. Scates, The Methodology of Educational Research (New York: Appelson - Century - Crofts, Inc., 1941), p. 378.

responses to the survey instrument, a deeper probing for information and opinions can be pursued which could not be attempted with a written instrument.

Stephan Richardson, et. al., Interviewing: Its Forms and Functions established a rationale for this type of interview. There are basically four points as follows: (1) the respondent and interviewer have a sufficiently common vocabulary so it is possible to formulate questions which have the same meaning for each respondent and interviewer; (2) it is possible to find a uniform wording for all questions equally meaningful to every respondent; (3) the sequence of questions must be identical to have the same content; (4) practice sessions will be held to test points 1, 2, and 3.²³

In a related statement, Andre Laurent concluded:

This study brings more evidence of the fact that questions serve much broader purposes in the interview than merely communicating an objective. They may provide cues for adequate role behavior, establish expectations for respondent performance and stimulate higher activity level.²⁴

Thus, the interview is a peculiar type of human interaction because it represents the coming together of two persons who are strangers to interact for a short time. This gives the interviewer the responsibility of taking control of the situation and defining it so that the questions he asks will be answered before he departs.

Once the results from the interviews were known they would be used to

²³Stephan Richardson, et. al., Interviewing: Its Forms and Functions (Basic Books, N.Y. 1965), pp. 40, 44.

²⁴Andre Laurent "Effects of Question Length on Reporting Behavior in the Survey Interview," Journal of the American Statistical Association (June, 1972).

check the validity of the conclusions made from the data obtained from the questionnaires. General directions were compared and additional information or dimensions were added to the questionnaire data.

Limitations of Study

Areas of concern in which supervisors are involved were limited to those parts of Actions Goals for the Seventies²⁵ which the state curriculum supervisors will be stressing during the 1972-73 school year. Also, only districts that were visited by state curriculum supervisors during the 1971-72 school year were considered in the study. Finally, the City of Chicago was excluded from consideration.

Definition of Terms

Instruction and Curriculum Section:

That branch of the Office of the Superintendent of Public Instruction, Illinois, which has the prime responsibility to offer supervisory services to local school districts.

Curriculum Supervisor:

A single member of the Instruction and Curriculum Section, Office of the Superintendent of Public Instruction, Illinois.

Local Supervisory Leader:

The person responsible for supervision of the curriculum at the local level. This person may be the Superintendent, Assistant Superintendent, Principal, or general Supervisor.

²⁵Office of the Superintendent of Public Instruction, op. cit.

Local Education Agency:

Another name for the local district.

Role:

The total of structural or normative components that outline job expectations for the state curriculum supervisor. In this study role will be considered in the dual nature of style and task.

Action Goals for the Seventies:

A document produced by the Office of the Superintendent of Public Instruction, Illinois, which is the philosophical base upon which this study is being made.

Supervision:

For the purpose of this study the working definition of supervision is activity with the primary purpose focused on the improvement of instruction.

This could consist of, but is not limited to, the individualization of instruction, the implementation of new state programs, the improvement of instructional skills, the improvement of instructional attitudes and the integration of curricular offerings.

Individualized Education:

Education which consists of planning and conducting with each student, general programs of study and day-to-day lessons that are tailor-made to suit his learning needs and his characteristics as a learner.

CHAPTER II

RELATED LITERATURE

Literature concerning state education agencies is generally classified in three areas: (1) writers, usually members of state education agencies, who are interested in the structure of education and concern themselves with state education agencies in the course of their discussion; (2) the United States Office of Education which distributes materials aimed at defining the role of the state agency; (3) university staff members or doctoral students who conduct research studies.

To collect information on the role of the state curriculum supervisor, material concerning state education agencies must be reviewed because it is the only body of literature with relevant material. For example, in a recent publication concerning supervision, the role of the state curriculum supervisor or consultant was discussed in a chapter "Special Problems: The Role of the State in School Supervision."¹

As a result of the historical trend of a state answering the major responsibility for public education, the state education agency was established.

¹Marks, et. al., op. cit., pp. 49-79.

The Tenth Amendment to the Constitution of the United States did, by virtue of the absence of a reference to education in the Federal Constitution, reserve the power for jurisdiction over education to the several states. By the early 1800's, most of the functions of education were being served by local school systems. Shortly thereafter there began a struggle wherein the states attempted to regain much of their lost power.²

William B. Rich pointed out that state supervision of public schools from the earliest times had three purposes: control over state funds, regulation of entrance to state colleges and universities, and the improvement of instruction.³ Although the major focus of the state education agency is changing, needs in these three general areas still exist.

In Indiana the State Board of Education was the first state agency to assume responsibility for supervision through accreditation of high schools. The program was limited to schools that wanted graduates to attend a state university without an examination. During the latter part of the nineteenth and early twentieth century, the practice of accrediting and supervising high schools was developed in many states. The purpose of supervision was to standardize programs to insure that all students were adequately prepared to attend college.⁴

Supervision of Illinois secondary schools was first assumed by the University of Illinois. The University of Illinois High School Visitory Program

²Ibid., p. 51.

³William B. Rich, Approval and Accreditation of Public Schools, (U.S. Department of Health, Education, and Welfare, Washington, D.C. 1960).

⁴Ibid., p. 1.

was the administrating agency of the university designed so that students could be admitted to the university. Dissatisfaction with the program developed in the state, and after a jurisdictional dispute around 1914, the Office of Public Instruction assumed partial responsibility for the program. In the latter 1930's the elementary schools of the state were added. This policy continued through the 1940s.⁵ In a related study Jim Pearson and Edgar Fuller examined the development of the fifty state departments of education to 1967, dealing with such topics as educational reform, teacher certification, finance, and state-local relations.⁶

Several major studies have been conducted on the role of the state education agency. Although a large quantity of material is available on this topic, much of the literature suggested what should be the role of state education agencies, rather than substantive information as to the agencies' actual roles. In 1965 a seminar, "The Government of Education: Federal, State and Local Relations," was held at the University of Chicago. Three major recommendations of the seminar relate to this study as follows:

1. It is recommended that SDE's (State Department of Education) carefully examine the variety of sources of influence available to them in implementing programs, and that they seek ways to increase the amount of influence available to them.

⁵Victor H. Sheppard, A Brief History of the Office of Public Instruction. (State of Illinois, 1957, pp. 93), 144.

⁶Jim Pearson and Edgar Fuller (eds.), Education in the States: Historical Development and Outlook. (Council of Chief State School Officers, Washington, D. C., 1969).

2. It is recommended that SDE's define their service role to encompass more inservice and demonstration activities.
3. It is recommended that SDE's seek to provide new or improved consultative service to meet specific educational problems.⁷

Another study concerning the role of the state education agency was by Lloyd N. Monisett. This report concluded that state education agencies must accurately sense immediate and future patterns of need for and in education. He also suggested that state education agencies enlist the assistance of interested lay and professional groups in planning, and encourage local school systems to experiment in going beyond established minimum standards and mandated programs, and evaluate objectively and accurately the outcomes of implemented plans and programs.⁸

In 1970 a conference on "Improving State Leadership in Education" was held in Denver. The report generated from this conference indicated that one of the major emerging roles of every state education agency will be to provide effective leadership in planning and implementing needed changes in education and measuring and reporting the adequacy and appropriateness of the improvements. Furthermore, those who are involved in developing plans and procedures for implementing plans

⁷Campbell, et. al., Strengthening State Departments of Education, op. cit., p. 98.

⁸Lloyd N. Monisett, Personnel Administration in State Education Agencies in the Years Ahead, (California State Department of Education, Sacramento, 1968).

need to keep in mind the concept that they may be able to help some people change insights, points of view, and perhaps values, but they should not expect to change the people involved. In conclusion the report stated that the major areas in which reforms were most urgent were in the learning environment, opportunities provided for learning, and the procedures developed to facilitate learning.⁹

One of the most recent assessments of the operation of state education agencies by the Office of Education was the fifth annual report of the Advisory Council on State Departments of Education. This report stated that through the use of Title V, ESEA funds, state education agencies were beginning to initiate reforms in a broad range of areas. Among others they stated that reforms were lending themselves to

... management information systems, to planning, to evaluation, to financial management, to personnel management, to information dissemination, to program coordination, review, monitoring, and reporting; to project development, administration and supervision, review, monitoring, and reporting.¹⁰

State departments of education have increasingly observed that many of their problems are shared by their counterparts in other states. By pooling

⁹ Edgar L. Morphet and David Jesser (eds.), Emerging State Responsibilities for Education, (Improving State Leadership in Education Project, Denver, 1970).

¹⁰ Office of Education, The Federal-State Partnership For Education, op. cit., p. 18.

experiences, state departments are able to build upon the experiences of other agencies and avoid making many of the same mistakes. The federal government also realized that there were certain areas of weakness in state departments of education. This awareness prompted the passage of Title V, of the Elementary and Secondary Education Act which attempted to strengthen state departments of education. From 1965 through 1969, Title V ESEA, provided \$12 million dollars for 59 multistate projects.

The interstate projects have varied in scope and length, but all have aimed to improve the states' abilities to carry out their responsibilities for education, whether by shedding new light on an instructional concept or developing a complex system to modernize management practices.¹¹

Most projects have been initiated to attack immediate needs which, if left unattended, would become future problems of major consequence.

Many individual state education agencies have undertaken projects of analysis. In 1968 the Illinois agency conducted such a study, and in terms of supervision of instruction, the following strengths were listed among others; good planning, production of information and materials for distribution, close cooperation with professional groups, and consultative visits of staff to schools. Among suggestions for improvement were to encourage the creative approach to leadership and to encourage the testing of new ideas and approaches to state leadership.¹²

¹¹ Ibid., pp. 46-47.

¹² Oregon State System of Higher Education: An Analysis of the Office of the Superintendent of Public Instruction, State of Illinois, (Center for and Development in State Education Leadership, Eugene Oregon, October 1, 1968).

More recently in the Illinois education agency, a continuing program of self-analysis has been underway. One product of this activity was a task force report on self-renewal.¹³ The report follows others in stressing state leadership in improving the educational system of Illinois.

Many state education agencies have recently participated in improvement projects. One of the most well known examples is the Improving State Leadership in Education Project. The project was concerned primarily with the emerging roles, responsibilities, functions and relations of state education agencies. One of the projects major purposes was to identify, describe and interpret effective state leadership policies and practices utilized for effecting improvements in education and ways of achieving or implementing them.¹⁴

The Illinois program for improving education, and other state programs for improvement, points to the gradual change that has taken place in supervision from emphasizing the enforcement of regulations to instructional improvements. This process has been guided from the state level: "Some (state education agencies) are engaged in leadership activities ... including statewide study, planning and evaluation."¹⁵

¹³Office of the Superintendent of Public Instruction, Illinois, A Strategy for Change: A Report of the Task Force on Institutional Self-Renewal, November, 1971.

¹⁴Edgar Morphet and David Jesser (eds.), Planning in the Colorado Department of Education to Facilitate Improvements in Education, (Improving State Leadership in Education Project, 1971), Introduction.

¹⁵United States Department of Health, Education, and Welfare, Improving State Leadership in Education, 1966, p. 5.

Individual authors have also stressed the importance of leadership at the state level. As far back as 1954 George O. Strayer, stressed the impact of state agencies in developing supervisory programs that encouraged local districts to exceed any minimum standards established by the state. He suggested that any requirements of the state be clearly understood to be minimal, thus, providing the local district with the opportunity to develop quality programs.¹⁶

To be of value, consultation programs must be of service that assist in solving local problems. In developing a design for state school administration, Strayer provided a direction:

The emphasis which has been given to the functions of the state office in the control of the external affairs of local school systems is not intended to deny the importance of this office in furnishing leadership on a statewide basis. Where local administration is competent, a primary function of the state office in dealing with the internal affairs of the schools is that of leadership. If the state department of education is well staffed, it should be thought of as a service organization which any local administrative officer or any group of teachers may look for guidance.¹⁷

Ronald Campbell pointed out that "A (state) staff can do little to help improve the schools of the state unless they bring ideas and stimulation to those schools."¹⁸ The supervisor or state consultant has a vital role in delivering their ideas to local school districts.

¹⁶George D. Strayer, A Design for the Administration of Public Instruction, (Stanford University Press, Stanford, California, 1954), p. 7.

¹⁷Ibid., p. 8.

¹⁸Roald Campbell, et. al. The Organization and Control of American Schools, (Columbus, Ohio, Charles E. Merrill Books, 1965), p. 78.

A limited number of studies have been conducted on the role of the state supervisor. Most studies consider the state agency and its total program or the role of consultants in certain curricular areas. Almost no study considers the role of the state supervisory staff as a unit. Those studies reviewed below represent the results of an exhaustive review of the research literature. In terms of research, studies conducted prior to the early nineteen sixties were considered to have little relevance to state supervision during the nineteen seventies.

In one study that considered state consultants in the six-state area of Alabama, Florida, Georgia, North Carolina, South Carolina, and Tennessee, the findings indicated that all consultants included in the study considered themselves as change agents and found their work satisfying when they were able to effect change.¹⁹ George Prigmore's findings indicated that the operation of vocational and instructional consultants were distinct but both considered themselves change agents. The report was designed to assist individual state departments of education in their efforts to improve working relationships with local schools.²⁰

Maurice J. Eash conducted a study which concluded that to achieve a comprehensive curriculum design that brings the personal demands of students into

¹⁹ Regional Curriculum Project, Consultant Role Study: Regional Perceptions and Practices. (Office of Education, Washington, D.C., 1968).

²⁰ George Prigmore, Factors Influencing the Role of Supervisors of English, (Research and Study Council, University of New Mexico, Albuquerque, 1969).

greater congruence with the needs of society, the reforms of supervisory education must include proficiency in three areas of knowledge: the technical skills of curriculum design, the theory and implementation of change in humans, and the substance and techniques of systems analysis. A supervisor with extensive preparation in his subject area will hopefully have acquired, through field preparation, such crucial skills as analyzing functions, improving communications, resolving conflict, and facilitating leadership and change within groups.²¹

William O. Sheldon, in a speech given at the NDEA Institute for State Supervisors of English and Reading, stated that all state supervisors should use their knowledge as well as their influences to develop meaningful programs in their states. The quality of education can be improved by: insuring the competency of teachers, developing a K-12 concept of reading instruction, developing and trying new teaching methods, and disseminating current information as quickly as possible to all teachers and supervisors in the field.²²

Richard D. Carlson and Owen B. Kiernan conducted a study for the Massachusetts State Department of Education to determine a plan to disseminate a plan to disseminate information on innovative programs. The authors concluded that a dissemination plan should be developed which would include: a search for information on new instructional practices, a selection of innovation by an independent advisory board, an evaluation by respected educators, dissemination by mass and personal means, and a demonstration in "appropriate settings" in various

²¹Maurice J. Eash, Toward a More Viable System of Supervision, (New York State English Council, Oswego, 1969).

²²William D. Sheldon, "The Role of the Language Arts Supervisor in Developing English and Reading Program," Speech at NDEA Institute for State Supervisors of English and Reading, (Sturbridge, Massachusetts, May 5-9, 1969).

regions. The proposal was based upon the assumption that Massachusetts State Department of Education, as chief advisor and consultant, could contribute significantly to the improvement of education.²³

Only four research studies related to state education agencies have been conducted.

In 1964, Riddle analyzed the activities of state education agencies to determine the leadership role in curriculum and instructional improvement. He attempted to identify strengths and weaknesses in state curriculum and instruction programs as revealed by chief state school officers. His analysis concluded that the specific task of curriculum and instructional improvement was not satisfactorily discharged by many state education agencies.²⁴

Thomas B. Goodkind in 1964 studied the impact of a state education agency program for curriculum improvement. Although the study did not specifically analyze supervisory practices, the study did view the effectiveness of the state curriculum guides furnished to local districts. He concluded that the impact of the guides upon the curriculum of the local school district was limited. The evaluation of his data pointed to a need for reconsideration

²³Richard O. Carlson and Owen B. Kiernan, A Plan for Curriculum Innovation in Massachusetts, (Massachusetts State Department of Education, 1966).

²⁴Bruce E. Riddle, "An Analysis of State Departments of Education, With Respect to Their Emerging Leadership Functions in Educational Improvement," Unpublished doctoral dissertation, University of Oklahoma, 1964.

of its role, function, and the type of contribution it was best suited to make to the state.²⁵

Frederick Kelley made a study of the Illinois Visitation Program to determine if the state education agency and local school districts have the same concerns and are mutually supportive. Three of his conclusions are significant in terms of this study. Kelley found that the Illinois agency was moving away from the enforcement aspects of supervision to concentrate on improving programs. Kelley also found that the influence of the state supervisory staff was greater in small districts. Finally, he found that the Illinois Supervisory Program depended heavily upon local districts to implement state recommendations.²⁶

David Colton, reporting on a study conducted in over twenty demonstration centers created by the Illinois Education Agency during the period 1963-65, concluded that the state used such devices as guidelines, contracts, consultants, training programs, conferences, and reports to influence local decisions. A survey of state records, state staff, and over sixty local personnel indicated widespread following of state policy.²⁷

²⁵Thomas Barrett Goodkind, "A Study of the Impact of the Illinois Curriculum Program Upon Local School District Curriculum Operations." Unpublished doctoral dissertation, Northwestern University, 1965.

²⁶Frederick Kelley, "The Illinois Visitation Program: A Facet of State Supervision," Unpublished doctoral dissertation, Illinois State University, 1968.

²⁷David Colton, "State Power and Local Decision-Making in Education," Paper presented at the annual meeting of the American (Educational Research Association, Los Angeles, February 8, 1969).

The four studies cited above all dealt with different functions of the state education agency. The Kelley study was the only study that asked questions concerning the role of the state curriculum supervisor. However, Kelley restricted his study to the Illinois Visitation Program.

RATIONALE

The purpose of this study is, then, in part to fill in the gap in the literature concerning state curriculum supervisors. Of the studies reviewed describing supervisory roles all concentrated on particular specialty areas. It is essential that studies be conducted that consider all supervisors in a state agency as a unit. More can be learned as to the effectiveness of state supervisors by dealing with a state supervisory unit as compared to isolated supervision.

In addition the studies reported herein have only barely looked into the performance aspect of the role of a state supervisor. The basic assumption of this study is that how a state supervisor functions has a crucial effect on whether or not local instructional programs are improved. Again, rather than isolate the study to one specific subject area the performance aspect of all state supervisors was considered.

Further, much of the educational literature of 1960's and early 1970's that dealt with the evaluation of educational programs concluded that accountability systems must be established if criticism of instructional programs and rejection of expansion programs that involve financial commitment is to cease.

State educational agencies have not been immune to such criticism. In Illinois, the legislature is reviewing appropriation bills very carefully in an attempt to ascertain the effectiveness of the funds being spent by the

educational agency. The educational budget for fiscal years 1971-72 and 1972-73 have reflected this concern by a reduction in funds by one per cent from the allocation of the previous year. Monies for additional state supervisory consultants will not be forthcoming until a study is made which evaluates the effectiveness of state supervisors. This study is aimed at providing evaluative information.

CHAPTER III

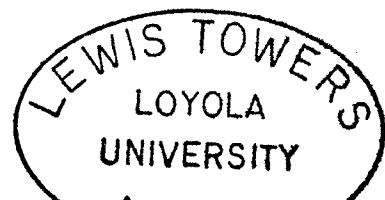
COLLECTION AND ANALYSIS OF DATA

This chapter contains three major aspects of the study: (1) a discussion of the data collection process; (2) a description of the characteristics of the two samples; and (3) the presentation and analysis of the data. The hypotheses of the study are discussed in the order in which the sections of the instrument to which they apply appeared.

A major portion of the analysis of data concerns the section of the questionnaire involving leadership style. Leadership is an important aspect of state curriculum supervision because the success or implementation of concepts such as individualization of instruction, integration of curriculum, and the presentation of acceptable material concerning instructional attitudes would be determined in a major way by a successful leadership style on the part of state curriculum supervisors. The success or failure of the tasks dealt with in the other sections, then, would to a great extent depend upon style.

Collection of Data

After a preliminary draft of the survey instrument was developed from the six hypotheses, a pilot study was begun. The pilot study had five goals as follows: (1) to test the intelligibility of the questions from the point of view of the respondent; (2) to discover possibly unclear instructions; (3) to check the completeness of the responses; (4) to discover possible defects in the presentation of the questionnaire items; (5) to estimate the return rate.



On August 3, 1972, the pilot instrument was distributed to thirty-four, or 4.4 percent of the school districts on the master list. These school districts were chosen at random from those not chosen for the formal study (Appendix VI). Each form was coded in the upper left hand corner with the code number from the master list of school districts.

Respondents were requested to return the forms by August 21, 1972. By August 15, twenty-three, or almost seventy percent, of the forms had been returned. Also, the necessary corrections were evident by August 15. As of August 25, 1972, twenty-six, or seventy-six percent of the forms were returned. This information suggested that between seventy and seventy-six percent of the forms in the formal study could be expected to be returned without a follow-up procedure.

As a result of the pilot study, several changes were made in the content of the form. The questions concerning district number, kind of district, size of district, and location of district were eliminated because the information could be obtained from the Directory of Illinois Schools.¹ Further, testing the hypotheses of this study would not require the information listed above; although, later use may be made of the data collected in combination with the vital statistics concerning each district. This change satisfies the rule of "best evidence" in the collection of data.

In terms of format, the pilot study resulted in a revision of the directions and a rearrangement of questionnaire items. The directions in the sections

¹John Vrooman (ed.) Directory of Illinois Schools, (Office of the Superintendent of Public Instruction, Springfield, 1971-72).

"Ways of Working in Supervision" and "Supervisory Activities" were revised for clarity (compare Appendix II and IV). Sections were drawn together on the form so that columns of sections would not be placed in different areas. Also, the cover letter was retained in the original form with minor changes in the concluding paragraph. Having completed the pilot study and the resulting changes, the next step in the study was begun.

On August 18, 1972, the final survey form for the study was mailed to the one hundred sixty-one randomly chosen districts (Appendix IX). The mailing included the cover letter, coded survey instrument, and a stamped, addressed envelope. The requested return date was given as September 13, 1972. After the survey instrument was mailed to the local supervisory leaders, the form was distributed to the thirty-two state curriculum supervisors who completed and returned the forms. The sampling technique was described in Chapter I.

On the requested return date one hundred and seven, or sixty-six percent of the forms had been returned from the school districts. On September 20, 1972, a follow-up letter (Appendix X), coded survey form, and addressed envelope were mailed to those school districts that had not returned the survey instrument. This resulted in the return of forty forms to total ninety percent by October 1, 1972. The remaining fourteen school districts were contacted by telephone and additional correspondence until a survey form was received from one hundred fifty-eight of the one hundred sixty-one school districts for a return rate of ninety-eight percent.

When the survey instruments were returned, each datum was checked for readability and was corrected if unreadable. Also, the data in each column were checked to see if each rank was used once or if some ranks were used more than

once. In the latter case, an average was computed to preserve the mathematical properties in ranking. For example, if two items in a column were ranked "1," this filled the ranks of both "1" and "2". A mean was found and each category was ranked "1.5."

After all forms had been corrected, a frequency count of each category was run on a computer. From this summary of information, the total for each category was computed. There was one set of totals for local curriculum supervisory leaders and one set for state curriculum supervisors. Then, the totals in each column were ranked. This completed the first step of a three step data procedure to analyze the data obtained from the survey instruments.

The next step was to find correlations between sets of ranked data. The method used was the Spearman Rank Correlation Coefficient or Rho test. The procedure outlined by Sidney Siegal was followed.² Determining these correlations completed the second step in analyzing the data.

After the correlations were determined, they were compared with "The Table of Critical Values of R_s ," The Spearman Rank Correlation Coefficient in Siegal,³ to find the significance of the correlations. This completed the final step of the data analysis.

²Sidney Siegal, Non-parametric Statistics, (McGraw-Hill, New York, 1956), pp. 202-213.

³Ibid., p. 284.

Local supervisory leaders return to the survey instrument in various degrees of completeness. The majority of forms were completed as the instructions indicated. A few respondents indicated limited experience with state curriculum supervisors so they only completed the columns "should function." A few respondents only completed the section "Ways of Working in Supervision." In some cases part of the "Supervisory Activities" section was not completed. Several respondents returned the form with no responses. These two latter types of responses were accompanied by a written reply or note on the form indicating unfamiliarity with the information. In some cases an entire sub-section was left blank or a specific part of a sub-section was left blank. In a few cases the respondents deviated from the rank order instructions by completing one or more columns with one rank used more than once. For example, number "1" was used more than once in a column to indicate equal primary importance.

State curriculum supervisors either completed the entire form or left one or two parts of a sub-section blank that did not relate to their area of expertise. This was either explained by a note on the form or by an explanation during the interview.

After the survey instruments were completed by the local supervisory leaders and the state curriculum supervisors, interviews were held with all respondents. The state curriculum supervisors were interviewed at the education agency office in Springfield. Each person was asked questions which were of a standard form (Appendix VII). Notes on answers were taken during the interviews which lasted approximately thirty to sixty minutes.

Due to the impracticality of bringing respondents to Springfield, interviews with local supervisory leaders were conducted in their school

districts. Each person was called by the interviewer and was given an explanation of the reason for an interview. The respondent was given the opportunity to choose a convenient time and place. With one exception, the setting was in the office of the respondent. The other setting was a private conference room.

In all cases the local supervisory leader was asked a schedule of seventeen questions. Notes were made on answers during the interview. After the interviewer returned to his car, he taped comments concerning the interview setting, characteristics of the respondent and elaborations upon answers.

Interviews were from thirty to sixty minutes in duration. In some cases the interviews were of the shorter duration because the school district had received a minimum of contact from state curriculum supervisors. In these cases the local supervisory leaders could provide little information concerning how state curriculum supervisors had been functioning.

Although this information was not related to one of the hypotheses the information was useful in checking the accuracy of the data and to gain additional insights from the questionnaires and in developing minor conclusions. In these interviews the local curriculum supervisory leader was able to discuss their perceptions of what the role of the state curriculum supervisor should be.

All material from the interviews was organized to check the general trend of the data collected with the survey instruments. The interviews confirmed the directions indicated on the survey instruments. For example, both the survey instruments and interviews indicated that local curriculum supervisors preferred state curriculum supervisors that were both discussive and supportive as opposed to manipulative and directive. The interviews also confirmed the findings of the survey instruments that indicated the state supervisors were perceived by the

local supervisory leaders as directive and manipulative. This information was given in the column headed "How Supervisors Actually Function." Information from interviews of state curriculum supervisors confirmed the validity of the data obtained on the survey instrument.

In addition to confirming the data collected by the survey instrument, additional insights were obtained from comments and the perceptions of the interviewer. For example, local curriculum supervisory leaders commented on the limited amount of time state curriculum supervisors spent working with school districts. Many contacts with local districts only amounted to a few hours of one day for the school year.

Characteristics of Respondents

There were twenty-five male and seven female state curriculum supervisors. Of these, twenty-one had one to five years of experience in their present position. Twenty-nine of the respondents had a masters degree. Three of the state curriculum supervisors had a doctorate. These figures are not surprising for three reasons: (1) society presents a bias against women in supervisory and administrative positions, (2) the job description for supervisors requires the masters degree as the minimum degree for the position, (3) the state agency is fluid and employees with long tenure are unusual.

In the position of local curriculum supervisory leaders there were one hundred thirty-six males and fifteen females. A number of local supervisory leaders did not complete portions of the survey instrument that dealt with background information. The percentage of females at the local supervisory level is less than ten percent of the total as compared to twenty-one percent of the total at the state supervisory level. At the local level the bias against women

seems to be more pronounced.

In terms of position held by the local supervisory leader, the most frequently indicated (seventy-eight or fifty-one percent) was that of superintendent. This is not surprising because there are many school districts in the state in which the superintendent is the only administrative and supervisory staff member. It was interesting that only fifteen, or nine percent, of the respondents classified themselves as curriculum supervisors. In considering the information collected in the interviews, the title of curriculum supervisor corresponded to the title of curriculum director found in the suburban Chicago districts. There were twenty-three, or fifteen percent, assistant superintendents in the sample. Many of these respondents were from large cities such as Peoria, Elgin, and Joliet. Twenty-five principals, or sixteen percent of the sample, were classified in this way. Thirteen, or nine percent, of the respondents indicated that they had another position title. Some of those listed were curriculum director, instructional coordinator, and department chairman.

Eighty-six, or fifty-seven percent of the local supervisory leaders, had from one to five years of experience in their positions. This suggests that the minimum amount of time as a professional educator would be four years considering the number of years teaching experience needed for a certificate.⁴ Twenty-eight, or eighteen percent, had six to ten years of experience in their position. Thirty-eight, or twenty-five percent, had more than eleven years of

⁴ The Certification of Professional Educational Personnel, (Superintendent of Public Instruction, Springfield, Illinois, 1972), pp. 50, 55.

experience.

To find that one hundred thirty-five or eighty percent, of the local supervisory leaders had a masters degree is not surprising. The masters degree is required for the general supervisory certificate, general administrative certificate, and superintendent's endorsement.⁵ Two people, or one percent, had a bachelors degree. These two people could either have been given supervisory certificates before a masters degree was required or the superintendent designated a person to respond to the survey instrument who was not in fact a supervisor. The data do not indicate the reason. The doctorate was held by sixteen people, or ten percent. Thus, the typical local supervisory leader identified by this study is a male superintendent who has a masters degree and approximately six years of experience in his position.

The Analysis of Role

The concept of role is a very important analytic unit of the institution or social structure. Traditionally in administration, attempts are made to insure that severe conflicts in role do not occur because of the inefficiency and dissatisfaction that can develop. This is not to say that some conflict may not be good in certain situations. Social systems have become so complex that it is practically impossible to eliminate all sources of role conflict.

An important consideration in this study was to have an understanding of the meaning of role. In psychological terms, role refers to the process of socialization in which a person learns to identify with characteristics (roles)

⁵ Ibid.

such as age, sex and class. In sociological terms role is generally regarded as being synonymous with patterns of observed behavior. Generally in administration, role is thought of in relation to institutions or organizations as the total structural or normative components that outline job expectations (expected behavior) of role incumbents or actors (in terms of this study state curriculum supervisors). The latter concept of role is traced to the work of Talcott Parsons and Edward Skils who are both sociologists.⁶

Ralph Linton, an anthropologist, was perhaps the first to give role a central place in any of the behavioral sciences. He described the dynamics of role as the interaction of role and status as follows:

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties....

A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts the rights and duties which constitute the status into effect, he is performing a role. Role and status are quite inseparable, and the distinction between them is of only academic interest. There are no roles without statuses or statuses without roles.⁷

A relationship between role and status has been discussed by many authorities, but as Linton suggested the difference was of only academic interest. The distinction was important in terms of analysis, but of little value in actual practice. To remember that role only operates within a social system and that persons find their activities somewhat determined by the role

⁶Talcott Parsons and Edward Skils, (eds.) Toward a General Theory of Action, (Cambridge, Howard University Press, 1951).

⁷Ralph Linton, The Study of Man, (New York, Appleton-Century Crofts, 1926), pp. 113-114.

structure of the system is more important. In analysis, then, role and statuses exist apart from the individuals who must occupy them. This is the basis of adjustments and adaptations which must be made for the individual to avoid conflicts.

Some disagree with role as a viable analytical construct. Herbert Simon, for example, in his criticism of the role concept⁸ suggested that a decision premise, as a smaller unit of analysis, was a better tool for explaining behavior. The latter is not only vague, but it leaves out many considerations (e.g. idiosyncracies, the way one acts a role, etc.) which greatly determine behavior. This is not to suggest that role can completely explain behavior nor is it the purpose of the concept. If, in spite of its vagueness, role is so widely used by behavioral scientists and administrators, it is because it has the advantage of illustrating how the individual as a personality system is linked and integrated into the social system or organization. Actually, the concept of role is the most convenient bridge from the individual to the group, organization and social system in analysis.

In terms of this study a dual perspective of role is also applicable. However, the analytical construct "status" was not applicable to the role of state curriculum supervisor. Since state supervisors are not a part of the school districts in which they serve, they have no status or power as defined by that social institution.

Without power, the supervisor must use influence or a leadership style. Due to the state curriculum supervisors' lack of authority they must enter a

⁸ Herbert Simon, Administrative Behavior (2nd ed.), (New York Macmillan, 1959), pp. xxx-xxxi.

school district as a guest offering assistance. The state supervisor must be extremely careful to set the proper climate so that he will be accepted. Since there are a variety of ways of structuring relationships, this study was designed in part to identify those styles most appropriate to the role of the state curriculum supervisor so that he can effectively accomplish the goals and objectives of the state education agency. Style refers to the interaction that individuals employ in the social process of activating people to reach an objective.

The other aspect in the analysis of role discussed in the literature refers to how one puts his objectives into operation or what he does. This aspect of role will be referred to as "task" in this study.

Role refers to the total structural or normative components that outline job expectations. In this study, role will be considered in the dual nature of style and task as outlined above.

Data for this study were collected with the dynamic, dual character (i.e. role/status, task/style, obligations/rights, objective/performance) of role in mind. The two sections of the survey instrument, "Ways of Working in Supervision" and "Supervisory Activities," are each aimed at collecting information about one aspect of role.

The section "Ways of Working in Supervision" was designed to help determine which style would best fit the state curriculum supervisory function. The section was given prominence on the front of the form and was considered of pivotal importance in the role of state curriculum supervisors because the style or method of approach will necessarily influence the task aspect of role.

Task or the objectives aspect of role is involved with the "how" of role.

The section "Supervisory Activities" was designed to collect data concerning the task or what the role should involve. For example, if the findings concluded that state curriculum supervisors should have the skill necessary to instruct teachers in the use of audio-visual equipment, this task or obligation would become one aspect of the role. The local curriculum supervisory leader would view his right to receive this instruction as an obligation or task of the state curriculum supervisor. Thus, the role was defined in part by this task. If, on the other hand, the findings indicated that knowledge of audio-visual equipment should not be an aspect of the role of the state curriculum supervisor, this task would become an aspect of the role of a specialist elsewhere in the state agency or the service would be dropped. As he relates to this study, the above mentioned task only has relevance in terms of the role of the state curriculum supervisor.

HYPOTHESIS I

Leadership Style

A major portion of the analysis of data concerns the aspect of role related to style. Leadership style is an important aspect of the role of the state curriculum supervisor because the success or implementation of concepts such as individualization of instruction would be determined in a major way by a successful leadership style on the part of state curriculum supervisors. The success of the task aspect of role, then, would depend to a great extent upon style.

Considering its importance, "Ways of Working in Supervision" was given prominence as the first section of the survey instrument. The type of information being collected was explained and each category was thoroughly defined. The section was adapted from a survey by Frymer, "The Supervisory Reaction Test," to decrease the amount of pretesting needed to formalize the instrument.⁹ Further, the six styles of leadership used in this study cover a scope that is adequate for this study. The possible styles ranged from manipulative and directive to supportive and non-directive.

Many authorities felt that the success or failure of an individual (role incumbent) was largely the result of the effective integration of an appropriate style with the tasks or obligations of a particular role. The dual nature of the definition of role in terms of style and task was discussed above. Simon

⁹Frymer, op. cit.

illustrated this concept in the following manner:

Personality! Truly a magical slogan to charm away the problems that our intellectual tools don't handle.... And if organization is inessential, if all we need is the man, why do we insist on creating a position for the man? Why not let each create his own position, appropriate to his personal abilities and qualities.¹⁰

Most organizations recognize the importance of leadership style and have, therefore, expended a great deal of time and energy in recruiting and developing employees with appropriate styles.

Because of its practical application to this study, leadership style was of great interest. Also, the current commitment to research dealing with aspects of leadership style was significant. There was much evidence to indicate that the production or adoption of practices by a group depended to a great extent on the manager or supervisor. Victor Vroom has reviewed this literature quite extensively.¹¹

Before World War II many theories of effective leadership style were based on the concept that great men make the times. Their successful style was attributed to the personal characteristics or traits of the leader. For example, contemporaries of George Washington considered him a good leader because of his bearing and stature. In his journals James Madison remarked that Washington had little creativity, was not overly intelligent and contributed few, if any, ideas during the constitutional convention. But he was the leader because he looked and acted like a leader. Thus, leadership style was considered a function of

¹⁰Herbert Simon, Administrative Behavior (Macmillan, New York, 1959), p. 15.

¹¹Victor Vroom, Work and Motivation, (New York: John Wiley, 1964), Chapters 3 and 4.

personal qualities and had little to do with the social structure, technology, or other actors involved.¹²

Since World War II, many theoretical schools or approaches to the study of leadership style have developed. Those which have significance to the development of the hypotheses generated by this study were considered. The three approaches which are of interest are the behavioral approach, the situational approach, and the contingency model. Each of these approaches are discussed below.

Dissatisfaction with the trait approach to studying leadership developed after World War II. As in the other social sciences, emphasis was given to empirical observations of behavior. Leadership behavior was viewed as the performance of certain actions which aided in the achievement of certain goals. Three major trends of thought developed from the behavioral orientation.

Robert Bales' research at Harvard indicated that any member of a group may exhibit leadership behavior, but early in interactions certain people exhibit leadership traits more often than others. By means of detailed observations of newly formed laboratory groups, he observed three distinct facets of leadership behavior - activity, task-ability, and likability. Bales concluded that the individual who created the best ideas and was the best liked was the best leader.¹³ In a context more closely related to style, Bales

¹²Darwin Cartwright and Alvin Zander, Group Dynamics (New York: Harper and Row, 1968), pp. 301-318.

¹³Robert F. Bales and Philip Slater, "Role Differentiation in Small Decision-Making Groups," in Talcott Parsons, et. al. (eds.) Family Socialization and Interaction Process (Glencoe, Illinois, The Free Press, 1955).

found two types of approaches: socio-emotional leadership supportive of group maintenance, and task leadership oriented toward getting the job done. In general he found that individuals have one style or the other but not both.¹⁴

A different approach was taken by C. L. Shartle at Ohio State University. His source of data came from the "Leader Behavior Description Questionnaire:" which was distributed to group members who rated how often their leader used certain behavior patterns. This work has generally been done in organizations, and the leader who rated high on two main facets, consideration for his employees and initiation of structure, was seen as generally more effective than those who were seen as being deficient in one or both of these traits.¹⁵

A third behaviorialist approach was that of Rensis Likert and his associates at the University of Michigan. His approach was similar to that taken by Shartle, but information concerning leadership behavior was, in many cases, collected from leaders rather than personnel. The main characteristics of leadership style identified by Likert were "job centered" and "employee centered." In the job centered style the leader was more concerned with production or finishing the job. The employee centered leader was also interested in ends, but he tried to provide means for employees to feel more comfortable in the work environment. In general, Likert found that the

¹⁴Robert Bales, "Task Roles and Social Roles in Problem-Solving Groups," in Readings in Social Psychology, Eleanor Maccoley, et. al. (eds.) (New York: Holt Rinehart and Winston, 1958), pp. 437-447.

¹⁵C. L. Shartle, Executive Performance and Leadership (Columbus, Ohio State University Research Foundation, 1952).

employee centered leader tended to be more productive.¹⁶

Behaviorialists seems to agree that there are essentially two facets to the leadership role - a task orientation and on interpersonal orientation. Although there is minor disagreement over specifics, the behaviorialists would probably agree on the conceptual similarities of the styles.

Basically there are two problems with the behavior approach. To compare the results of the different researchers is difficult because they used different sources to assess leadership - leaders, employees, and supervisors. In any subjective situation, perceptions from different organizational levels tend to differ. Additionally, there is some disagreement as to what emphasis was the most effective - task or interpersonal. None of the investigators attempted to consider the varying situations in which the behavior occurred.

A second theoretical position that developed after World War II, the situational approach, attempted to integrate the dynamic character of behavior and situation. As outlined by Daniel Katy and Robert Kahn,¹⁷ this approach combined information concerning the leader with the situational context. The theory or "open-systems" approach considered leaders as actors in an organizational setting who were interfaced with their environment.

This theory is broad and to date no conclusive data have been gathered to test the theory adequately. Evidence that does exist suggests that at different levels of abstraction, policy level administrators to line employees,

¹⁶ Rensis Likert, "An Emerging Theory of Organization, Leadership and Management," in L. Petrullo and B. Bars (eds.) Leadership and Interpersonal Behavior (New York: Holt, Rinehart and Winston, 1961), pp. 209-309.

¹⁷ Daniel Katy and Robert Kahn, The Social Psychology of Organizations, (New York, John Wiley, 1966).

different styles may be more effective. Skills at the interpersonal level may be more appropriate at the policy level, whereas a task oriented approach may be more appropriate at the line level. This theory suggests that adaptability to different situations would be very significant.

A third major approach to leadership style that developed after World War II was the Contingency Model of Leadership Effectiveness developed by Fred Fiedler. This model suggested that an effective leader must adapt his style to the particular situation. To develop the model, Fiedler developed definitions of effectiveness, leadership, style and situational factors.¹⁸

Effectiveness is considered by Fiedler to mean that the group has performed well. In terms of leadership style Fiedler studied relationship-oriented versus task-oriented leadership. By using the Least Preferred Co-worker scale, Fiedler found that a favorable description of the least preferred co-worker indicated a relationship-oriented style, and an unfavorable description indicated a task-oriented style. This model has been applied to many situations, but results have failed to indicate that one leadership style is consistently better. The results must be considered in terms of the situation.¹⁹

Fiedler argued that the basic component of leadership was influence. In any one situation, a leader can have more influence with various styles from which to choose. He found that task-oriented leaders were more effective in situations in which the leader has very little or very much influence. The relationship-oriented leader was most effective in those situations which

¹⁸ Fred Fiedler, A Theory of Leadership Effectiveness (New York, - McGraw-Hill, 1967).

¹⁹ Ibid.

were only slightly favorable to the leader.²⁰

Criticism could be made of the model concerning the choice of leadership styles, the concept of effectiveness, and methodology; but the model presents certain useful concepts in terms of this study. As in the behavioral and situational approach, leadership style was considered in terms of two aspects. Also, as in the situational approach, the setting of an interaction was important in determining style. This was true of an administrative position within an organization or in a supervisory or consulting position.

A distinction must be made, as James Lipham suggested, between administration and leadership.²¹ Administrators in general work within an organization to maintain the structure and accomplish organizational goals, objectives and plans. It is the latter activity that represents leadership whether seen as a part of or separate from administration. This type of activity is what state curriculum supervisors do when they attempt to influence local curriculum supervisory leaders to adopt the goals and objectives outlined by the Illinois Education Agency.²² In order to influence the adoption of these goals and

²⁰Ibid.

²¹James Lipham, "Leadership and Administration," Behavioral Science and Educational Administration, National Society for the Study of Education Yearbook, Part II (Chicago, University of Chicago Press, 1964), Chapter 6.

²²Action Goals for the Seventies, op. cit.

objectives which will result in desired change by the state agency, the state curriculum supervisor must, in W.G. Bennis' terms, engage in the "... process by which an agent induces a subordinate (in terms of the state agency) to behave in a desired manner."²³

In terms of the state agency the social functions of leadership, as stated, would be to promote the goals of the agency.²⁴ There will be some difficulty in working with local curriculum supervisory leaders because their group is not homogeneous. In order to have positive outcomes in terms of the state agency, state curriculum supervisors will not only need to present programs in a positive manner, but will also need to deal with the self-needs of the local curriculum supervisory leader. When people have their self-needs "satisfied through rewarding personal inter-relations," as Barry Collins and Harold Guetzkow reported, "there (was) a significant tendency for the group to achieve consensus especially when intense conflict prevails." A positive manner and pleasant atmosphere could create "a climate conducive to agreement."²⁵

²³W. G. Bennis, "Leadership Theory and Administrative Behavior," in Bennis, et. al. (eds.), The Planning of Change, (New York: Holt, Rinehart and Winston, 1961), p. 440.

²⁴Action Goals for the Seventies, op. cit.

²⁵Barry Collins and Harold Guetzkow, A Social Psychology of Group Processes for Decision-Making, (New York, John Wiley, 1964), pp. 109-11.

Effectiveness of the state agency, then, would be determined in a major way by how successful the state curriculum supervisor was in choosing an appropriate leadership style and in choosing appropriate tasks to implement the role. Since the state curriculum supervisor is the major link in the curriculum process between the state agency and local district, the supervisor must understand his role well and perform that role for the agency to be successful in influencing changes in curriculum. The perceptions of local supervisory leaders are important in developing a concept of what the state curriculum supervisory role should be. To explore such a possibility the survey instrument for this study was developed to determine the most effective tasks and style for the role of state curriculum supervisors as perceived by local curriculum supervisory leaders as well as state curriculum supervisors.

As Andrew Halpin and others have pointed out, behavior can vary widely from one situation to another.²⁶ Thus, state curriculum supervisors have a variety of possible styles in structuring relationships and exerting leadership with local curriculum supervisory leaders, teachers, and others to achieve educational purposes and goals. In this study six alternative leadership styles were presented to describe the range of possible styles available. In the research hypothesis for this study it was theorized that state curriculum supervisors and local supervisory leaders would perceive the way state supervisors worked with different criteria. Further, it was theorized that the desired style preferred by both groups would be significantly related, but no direction was postulated. It was also theorized that the task aspect of the

²⁶Andrew Halpin, Theory and Research in Administration (MacMillan, New York, 1966), p. 83.

role of state curriculum supervisor would be significantly related, but again no direction was postulated.

A decision not to predict direction was made for one reason. From the results of this study, decisions would be made concerning performance and the possible need for staff development activities. The possibility must be left open to identify either a positive or a negative relationship. Either eventually would be important in terms of the decisions that would be made.

From the above mentioned research hypothesis that there would be a relationship between data concerning leadership styles, a statistical hypothesis was generated to be either confirmed or rejected through an analysis of the data. The statistical hypothesis is as follows:

Hypothesis I

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects in the leadership style of the state curriculum supervisor and what state curriculum supervisors report was their actual leadership style.

This relationship was considered to get at both the past performance aspect of the behavior of the state curriculum supervisor and the performance desired by the local curriculum supervisory leaders. Other comparisons were considered in analyzing the data, but the relationship described in the statistical hypothesis provided a basis to make a decision on future staff development activities.

In order to test the statistical hypothesis, a null hypothesis of no difference was postulated with a level of significance at .05. If the hypothesized relationship is significant at the .05 level, the null hypothesis of no difference will be rejected and the statistical hypothesis will be

accepted.

The .05 level of significance was chosen because it presents an acceptable risk in the possibility of rejecting the null hypothesis when it is in fact true. This is referred to as a Type I error. Sidney Siegal presented a detailed discussion of this type of risk.²⁷ For the same reason, the .05 level of significance was used in testing the other hypotheses of this study.

After the data from the survey instruments had been received and corrected as explained above, the ranks for each category on the survey instrument were summed. These sums are as follows:

Chart 1

Local Curriculum Supervisor

How Supervisors Actually Function		How Supervisors Should Function
434.5	Directive ²⁸	647
512	Discussive	367.5
487.5	Manipulative	665
630.5	Non-Directive	609
518	Persuasive	541.5
551.5	Supportive	416

State Curriculum Supervisor

How Supervisors Actually Function		How Supervisors Should Function
131	Directive	125
82.5	Discussive	70.5

²⁷Siegal, op. cit., pp. 8-11.

²⁸For a complete description of categories, refer to Appendix II.

132	Manipulative	127
161.5	Non-Directive	154
88	Persuasive	89.5
83	Supportive	83

These sums were ranked as follows:

Local Curriculum Supervisor

How Supervisors Actually Function		How Supervisors Should Function
1	Directive	5
3	Discussive	1
2	Manipulative	6
6	Non-Directive	4
4	Persuasive	3
5	Supportive	2

State Curriculum Supervisor

How Supervisors Actually Function		How Supervisors Should Function
4	Directive	4
1	Discussive	1
5	Manipulative	5
6	Non-Directive	6
3	Persuasive	3
2	Supportive	2

In the comparison of what local curriculum supervisory leaders reported as the desired leadership style of state curriculum supervisors and what state curriculum supervisors reported as their actual performance, it was found that

there was a rank correlation of .83. This correlation is significant at the .05 level so the null hypothesis of no relationship was rejected. Thus, the statistical hypothesis that there would be a significant relationship was accepted.

A preference was probably given to the discussive and supportive leadership styles rather than directive because of the situation involved. State curriculum supervisors are not a part of the organization of the local school district in which they work with local curriculum supervisory leaders. Since they have no authority in the organization, the only approach available to them would seem to be discussion and support.

In surveying the literature that was concerned with a more directive style, it was obvious that situations were considered in organizational settings. James Lipham describes successful principals as being more forceful in their school with a more directive style.²⁹ Chester Barnard noted several decades ago that, in an effective organization, the leader directed progress and achieved the purposes of the organization.³⁰ J. W. Getzels and E. Guba stressed the ability of a leader to manipulate social relationships to accomplish meaningful purposes.³¹ Andrew Halpin stressed the concept that

²⁹James Lipham, "Personal Variables of Effective Administrators, Administrator's Notebook (Vol. II, no. 1, September, 1960), pp. 1-4.

³⁰Chester Barnard, The Functions of the Executive (Howard University Press, Cambridge, 1938).

³¹J. W. Getzels and E. Guba, "Social Behavior and the Administrative Process," School Review (Vol. 65, No. 4, Winter, 1957), pp. 423-441.

democratic leadership would lead to ineffectiveness.³² Daniel Griffiths also stressed a directive approach in his discussion of administration.³³

At this point the reader should become aware of the merits of a directive leadership style approach. This study has revealed that in the role of the state curriculum supervisors the directive approach was not a highly desirable one. However, the literature indicated many theorists and practitioners who have written and spoken about the distinct advantages of a direct approach. The educators identified in the paragraph above provide a range of positive reactions concerning directive leadership style.

In working in a directive framework the most obvious advantage is that tasks are identified and clarified much more quickly. Two or more people interacting would more readily be presented with an issue if all parties were operating in a directive manner. Numerous local educators in this study supported a directive style for the superintendent and principal. The local curriculum supervisors were quick to point out, however, that because of their authority relationship to a local district state curriculum supervisors should not be directive. The most widely offered reason was that state supervisors "do not have specific line authority at the local district. By lacking this relationship with a local district staff the state curriculum supervisor must refrain from using this (directive) leadership style."

³²Andrew Halpin, The Leadership Behavior of School Superintendents, Studies in School Administration, Monograph No. 6 (Chicago, Midwest Administration Center, University of Chicago, 1959).

³³Daniel Griffiths, Administrative Theory, (New York, Appleton-Century-Crofts, 1959).

The literature stressed the fact that in a line relationship, an effective exercise of authority demanded a directive leadership style. The state curriculum supervisor operated in a role that was more nearly a staff or consulting function. Since authority was not delegated by the local school district administration to the state curriculum supervisor, to be effective the state curriculum supervisor must adopt a more discussive and supportive leadership style.

As mentioned earlier a number of local supervisory leaders indicated that some of the state supervisors are too direct in their approach. One superintendent mentioned that "state people come in and they just have an air about them. They seem to be pushing a particular point all the time. And, I do mean push." Another superintendent in the central part of the state was quite irate as he related the following incident. "Not too long ago one of your people came into my office. His manner was so bold and so rude that I just had to tell him that I was not pleased with his attitude. From the smirk on his face I realized that he was insulted that I even questioned him. Finally, I told him to leave the building and to come in again like a gentleman. He left the building but he did not come in again." At least three local curriculum supervisors expressed a desire that state supervisors when they worked at the local level should develop "a let's talk it over approach."

In checking the data it is interesting to note that the state curriculum supervisors reported that their perceptions of performance and their conceptions of desired role correspond. Each column of data indicated that they prefer the discussive and supportive leadership style. Advocating a more discussive and

supportive style was generally the position taken by Chris Argyris.³⁴

Also, the local curriculum supervisory leaders indicated, in Chart 1 under local curriculum supervisor, that state curriculum supervisors were more directive and manipulative, but should be more discussive and supportive. The correlation between what local curriculum supervisory leaders believed was the performance of state curriculum supervisors and the desired leadership style indicated by local supervisory leaders was $-.37$. This correlation indicated some disagreement over the observed performance of state curriculum supervisors. It could indicate that the state supervisors view their performance as being more discussive and supportive than was actually the case. Or the correlation could indicate that the local supervisory leader was biased somewhat in his observations. It probably indicates variation in performance. This explanation would be consistent with the discussion above which concluded that leadership style must be adapted in some instances to the situation.

This position is supported in the research in the following manner. Local curriculum supervisors reported that the state curriculum supervisors were too directive and too manipulative. One curriculum director noted this behavior from the state curriculum supervisor. "The supervisor was working with the science teachers at the high school when I walked into the room. The supervisor from Springfield was emphatically telling the teachers that there was only one science program worth utilizing. I felt that he didn't give these teachers alternative approaches." A downstate superintendent reported the

³⁴Chris Argyris, Management and Organizational Development, (New York, McGraw-Hill, 1971).

following, "You people have a major problem as I see it. You hire too many young kids right out of graduate school. These people are just too damn idealistic. I had a gal in from your library department. She had so many brilliant ideas. But, they all cost more money. This librarian seemed to think I was lying when I told her we didn't have the money to carry out her suggestions. She insisted to explain how it could be done. I turned her off at that point. I really don't know why I even listened to her." One principal offered this comment: "A couple of your supervisors have been here (the local district). They all seem to be forcing one idea. I wonder when they leave if the reason why they do that is because that's all they know."

A non-directive style was not considered to be a desirable alternative in dealing with teachers. The same superintendent who clearly stated that the state curriculum supervisors should not be "pushy" also contributed this statement. "The state people (curriculum supervisors) do have a job to perform. Just because I believe they should not be too forceful or demanding neither do I believe that they should come in and be passive. Somewhere in the middle lies a happy compromise." A junior high principal remarked, "I worked with one of your industrial arts consultants last year. Frankly, the man did an excellent job. We very much needed some help in our school and he provided that help. I don't think my staff would have benefited that much if this consultant just listened and didn't offer some leadership."

Concerning the manipulative style the findings showed that most local educators looked negatively at this style as a way state curriculum supervisors should function. "Manipulation is a dirty word around here." Our local educator noted. "It (manipulative) implies underhandedness. And, this is one

thing the state people don't need." A suburban superintendent concluded, "I suppose I see myself as being somewhat manipulative in my activities from time to time. However, I think I can get away with it. People in general trust me. I don't think state supervisors could get away with it. Besides if anyone suspected this was occurring any trust that was established would be lost."

A final comparison of the ranks of data is that between what the local curriculum supervisory leader and what the state curriculum supervisor stated actually occurred. The correlation of .09 is not significant at the .05 level. This correlation indicated that there was no agreement concerning the actual performance of the state curriculum supervisor. The disagreement can probably be attributed to a variation of style in different situations and to a possible tendency of the state curriculum supervisor to be more directive than he perceives.

Significantly, in each case concerning desired performance, the discussive style was rated "1" and the supportive style was rated "2." Also, the state curriculum supervisors indicated that the actual performance was one discussive and two supportive. The local supervisory leader concerning actual performance rated discussive "3" and supportive "5." These ratings further confirmed that the discussive and supportive styles were preferable.

Several styles that were indicated as least preferred on the survey instrument were the manipulative and non-directive. Since the two styles are almost distinct opposites, this was an interesting occurrence. Further, the two styles were extremes of the six styles presented ranging from unconcern with what teachers do to determination of what teachers do. They apparently were rejected as alternatives just because of their extreme nature. Almost all local

curriculum supervisory leaders and state curriculum supervisors were heavily committed to the profession of teaching. These styles, unlike the discussive and supportive, are usually considered anathema to good teaching.

Rated between preferred and least preferred by both groups were the directive and persuasive styles. Each style, unlike the discussive and supportive, was based upon the fact that the consultant or state curriculum supervisor should control the situation and present alternatives. This position was not acceptable in light of the professional bias that the teacher should set the goals and means in the educational process.

Our findings showed that the local supervisory leader indicated that the state curriculum supervisor was directive in his approach. The intent of the state agency was to suggest what should be accomplished and, in some cases, how it should be done. Since this approach was not desired but was an objective of the state agency to suggest outcomes or accomplishments, the state curriculum supervisor must use his intelligence in a discussive way to suggest outcomes desired by the state agency that conform to what the teacher is doing.

The interviews confirmed that the data collected from local supervisory leaders concerning desired leadership style were sound. The trend was to favor a leadership style that involved much discussion and support for local efforts. One rural superintendent stated, "There has got to be a lot of interaction with the staff (Local) to give staff the opportunity to discuss curriculum, discipline, anything that is going on in the schools." He also admitted in some situations a more directive approach must be taken. He stated that sometimes supervisors "try the democratic approach, but it doesn't always work." Another rural superintendent stated: "The first thing is to let the teacher do a little talking ...

find out what the teacher is dealing with in their setting." Again this superintendent stressed discussion with teachers.

In adopting a more discussive style, local supervisory leaders stated that state curriculum supervisors would need to be more familiar with the local situation. They indicated that the sporadic system now in operation would not be conducive to a discussive and supportive style. One respondent stated: "The state should maintain two-way communication with the districts. The way it is now we only hear from the state by letter. What's needed is a person to visit the schools and keep the state aware of local needs."

In the larger and suburban districts the emphasis was also on discussion but with the supervisory staff and not individual teachers. One curriculum director suggested that the local curriculum leader could "pave the way" for the state supervisor. A principal stated that discussion concerning the local situation was important, but the approach should be through the local curriculum leader.

This suggestion was also accompanied by the comment that the state curriculum supervisors attempted to contact too many groups connected with the schools, thereby having little overall effect. A number of local curriculum supervisory leaders referred to this as a "shotgun effect." One assistant superintendent commented: "Your people operate by a shotgun effect and try to hit everyone. But how much effect can one teacher make if he is sold on a program. If the state wants to change education in... (Name of city), the supervisor should sell me. If I accept a program, I will implement it in every classroom - not just one or two."

In discussing the same situation, a superintendent stated that "... to get

anywhere you need to touch those who can influence teachers and classroom experiences." He also suggested that state supervisors should be "practical and suggest improvements."

One additional comment, or criticism, relating to supervisory skills was that too few state curriculum supervisors had experience as local curriculum supervisory leaders. Those respondents that mentioned this point indicated that many state curriculum supervisors did not completely understand the principles of supervision. They suggested that inservice be provided state curriculum supervisors on such techniques as effective discussion, assessment, and performance evaluation.

The concept of working with those persons within the local school district responsible for curriculum seemed to be a common theme expressed by local curriculum supervisory leaders. To summarize this point, then, the local respondents interviewed suggested that the state agency work with the local curriculum supervisory leader to influence educational improvement on the local level.

There are several implications in accepting the statistical hypothesis. First, in considering staff development programs, the agency can assume that state curriculum supervisors generally have developed an acceptable leadership style. This will enhance the prospects of implementing programs advocated by the agency. Also, in considering the remaining five hypotheses the leadership style is important to keep in mind that the supervisors have been approaching each with an acceptable concept of style.

If one point concerning leadership style was stressed in a staff development activity that point would involve adapting styles to meet the situation.

Although the findings showed that local curriculum supervisory leaders preferred the more discussive and supportive style, one may need to be more directive in a situation to accomplish an objective.

To support this position the following example is cited. State curriculum supervisors due to their obvious lack of any authority must first enter a school district as a guest offering assistance. The state supervisor must be extremely cautious in setting the proper climate so that he will be accepted. As pointed out before, local curriculum leaders are not impressed with arrogant, rude people from the state office of education. The example cited had a superintendent asking a state supervisor to leave. Nevertheless, once the supervisor has been invited into the district and acceptable to the administration a different approach, namely a more directive style, may be worth pursuing. Earlier in this chapter a number of proponents of a directive leadership style were cited. At that time the directive approach was pointed out as one which can often be very useful in finalizing a point and in interacting with others to more readily understand a direction that should be taken. There are times when the state curriculum supervisor, as he functions with local educators, might be more effective if he becomes more directive in his approach. Also, by so doing he may save the local educators, as well as himself, valuable time. The important concluding point here is that leadership style does not have to be an either - or proposition. The most effective state curriculum supervisors probably use a combination of styles.

Both the ranked and interview data indicated that the state education agency should encourage state curriculum supervisors to strengthen their discussive and supportive leadership styles. Both state and local respondents

indicated that this style would be desirable. In addition, state curriculum supervisors perceived their performance as being more discussive and supportive.

These reactions were probably due to the type of setting in which the state curriculum supervisor works. He has no authority in the school district and must enter as a guest offering assistance. The state curriculum supervisor, therefore, must be very careful to set the tone of the interaction so that he will be accepted by the local personnel. In this way the goals and objectives of the state agency have a much better probability of being accepted.

This discussion found that hypothesis I was accepted. The leadership styles employed by the state curriculum supervisors and the style desired by local curriculum supervisory leaders were almost identical. A discussive style was considered the most desirable. The manipulative and non-directive styles were reported as least desirable.

Hypothesis II

Individualization of Instruction

Such terms as democratize, humanize, and individualize have been directed at the educational system in recent years by both professional educators and laymen. Demands for individualizing the instructional process seems to form a basic theme for these demands. The Educational Program Survey conducted by the Office of the Superintendent of Public Instruction substantiated this concern. Of the school districts reporting for the 1970-71 school year, only nineteen percent indicated any form of individualized instruction. Only twelve percent reported the operation of interdisciplinary curriculum teams.³⁵

³⁵Action Goals for the Seventies, op. cit., p. 95.

In hearings held by the Illinois Superintendent of Public Instruction during the summer of 1971, the demand for individualization was a major concern. The idea that all children are not the same and need different educational experiences has reached parents. As Herbert A. Thelen stated: "Since no two students are identical, no two will react in the same way and no two will have identical experiences. By the same token, different teachers will affect different students with varying degrees of impact."³⁶

To meet the challenge, the Illinois Superintendent of Public Instruction outlined a goal for individualizing instruction. As stated, the goal is that "By 1980, every school district in the state will have an individualized instruction curriculum."³⁷ In order to plan for the attainment of this goal, certain considerations were made.

Individualization is not an all-or-nothing proposition. Individualization can exist in various forms and to various degrees. Some individualization occurs when a teacher gives individual attention to a student. Yet, responding to one student at a time means that other students will be denied attention. This poses the central problem of individualization: how is it possible with a student/teacher ratio of 20 to 1 or higher, for each student to receive individual attention? The key to this problem is student self-direction with students learning effectively without constant teacher attention. This can be accomplished through such devices as programmed learning materials, peer tutor

³⁶ Herbert A. Thelen, "Matching Teachers and Pupils," N.E.A. Journal 56 (April 1967), p. 20.

³⁷ Action Goals for the Seventies, op. cit., p. 98.

groups, or individual planning and learning by the student. This is not to preclude that the teacher role is of critical importance in any learning situation.

In the recent past, the state education agency proposed the model of individualization as developed by the Wisconsin Research and Development Center known as IGE/MUS-E.³⁸ In this program schools attempt to create a certain educational climate as the school changes from the traditional system of age-graded, self-contained classrooms. The emphasis is on the individual learner with curriculum materials selected to accommodate varying learning styles. Also, instruction units are non-graded groups of from seventy-five to one hundred students who are taught by a team of teachers and aides. Certain staff organizational patterns are also identified with this program. Additionally, a great deal of planning is required for the program to operate properly. Since individualization is more than the systematic framework and method of pacing suggested by the model, IGE-MUS-E has become one alternative to individualization rather than the only alternative suggested by the state agency. Some school districts may have this alternative while others may develop an open school or progress as far as a personalized educational concept.

In considering many alternatives, the problem arose of exactly what was meant by individualized education. A general definition was developed as follows: "Individualized education consists of planning and conducting, with each student, general programs of study and day-to-day lessons that are tailor-made to suit his

³⁸ Herbert Klausmeier, et. al. Individually Guided Education and the Multi-unit Elementary School (Wisconsin Research and Development Center, Madison, 1971).

learning needs and his characteristics as a learner."³⁹ This definition necessitated starting with the individual and not the group in planning what to teach. Presently, most instruction is planned for groups.

A hypothesis of this study concerning individualization was formulated to identify those task aspects of the role of state curriculum supervisor which would be most appropriate to influence local curriculum supervisory leaders to individualize the curriculum in their school district. If the state curriculum supervisor was to be successful in accomplishing the goal mentioned above, the appropriate task aspects of the role must be employed.

Importantly, the leadership style aspect of the role of state curriculum supervisor was found to be appropriate according to local curriculum leaders. If appropriate tasks were undertaken with an appropriate style, the prospects of influencing local curriculum supervisory leaders to individualize would be increased. Also, if the state curriculum supervisors were knowledgeable concerning individualizing the curriculum, their success should be more likely.

Seven tasks identified in the sub-section of the survey instrument dealing with the individualization of instruction were selected because they cover the range of possible activities. For example, providing encouragement would apply to cases in which the school district had attempted a program or was attempting to develop a program with outside assistance. Also, providing materials and informing teachers about materials could be of practical value in implementing a program.

³⁹Office of the Superintendent of Public Instruction, Position Paper and Guidelines: Individualized Instruction, (mimeograph, August, 1972).

To identify tasks which would be most appropriate to the role of state curriculum supervisor in assisting local districts to individualize instruction, the following hypothesis was developed. Also, comparing the sets of ranks would assist in evaluating the past performance of the state curriculum supervisor.

Hypothesis II

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in individualizing instruction and what state curriculum supervisors report was their actual role in individualizing instruction.

When the survey instruments were returned from the local curriculum supervisory leaders and the state curriculum supervisors, the sums in Chart 2 were computed. As was the case with the other hypotheses, a null hypothesis of no difference was formulated. The relationship was tested at the .05 level of significance.

Chart 2

Local Curriculum Supervisory Leaders

549	Aid teachers in developing new materials.	498.5
371	Inform teachers about available materials.	486
615	Provide self-evaluation materials.	643
576-5	Provide remedial instruction materials.	722.5
469	Offer encouragement and support to teaching staff.	485
580.5	Provide diagnostic tests to discover specific pupil weaknesses.	672.5
505	Provide encouragement and support to the administrative staff.	719

State Curriculum Supervisors

120	Aid teachers in developing new materials.	101.5
64	Inform teachers about available materials.	76.5
160.5	Provide self-evaluation materials.	145
156.5	Provide remedial instruction material.	168.5
83	Offer encouragement and support to teaching staff.	70
167.5	Provide diagnostic tests to discover specific pupil weaknesses.	154.5
126.5	Provide encouragement and support to the administrative staff.	121

The sums in each category were then ranked as follows:

Local Curriculum Supervisory Leaders

4	Aid teachers in developing new materials.	3
1	Inform teachers about available materials.	2
7	Provide self-evaluation materials.	4
5	Provide remedial instruction material.	7
2	Offer encouragement and support to teaching staff.	1
6	Provide diagnostic tests to discover specific pupil weaknesses.	5
3	Provide encouragement and support to the administrative staff.	6

State Curriculum Supervisors

3	Aid teachers in developing new materials.	3
1	Inform teachers about available materials.	2
6	Provide self-evaluation materials.	5
5	Provide remedial instruction materials.	7

2	Offer encouragement and support to teaching staff.	1
7	Provide diagnostic tests to discover specific pupil weaknesses.	6
4	Provide encouragement and support to the administrative staff.	4

The findings showed that the correlation between what local curriculum supervisory leaders report as the desired aspect of the role of the state curriculum supervisor in individualizing instruction and what state curriculum supervisors report was their actual role in individualizing instruction was .68. At the .05 level of significance, this correlation coefficient was not significant. Thus, the null hypothesis of no difference was accepted and the statistical hypothesis was rejected.

Even though the hypothesis was rejected, there are several useful points of information that can be extracted from the data. In the two sets of ranks, the items which were ranked "1" and "2" were the same; although, the order was reversed in the two sets of ranks.

Many local administrators focused on the probes dealing with informing and encouraging teachers in improving the skills of local teachers in individualizing instruction. One rural superintendent expressed this concern. "You hear so much about individualization these days. We all can read about it but no one around here knows how to put it to use. Maybe those people from Springfield can help them (teachers)." A principal of an elementary school who announced that he had been in education "longer than you (the interviewer) have been born" commented, "Hell, I remember when teachers individualized out of necessity. I'm from the one room school era and I taught all twelve grades at the same time. If you don't think that's individualizing ..."

A number of curriculum leaders in the suburban area were frustrated and hopeful about individualization. Many curriculum leaders said that individualization was "good" and that there should be more "encouraging" of teachers to proceed in that direction. One woman supervisor said that "it's (individualization) as safe as apple pie and the flag." A suburban superintendent offered, "You and I both have seen an enormous amount of proof that individualization of instruction is worthwhile. The journals have done us a great service in their ample coverage of the topic. Mostly, however, the articles and the speeches are philosophical in nature. They (writer and speaker) are still trying to sell us when it's no longer necessary. I'm sold, my teachers are sold. What I need now are materials and perhaps a good in-service program that will help the teachers implement the idea."

Additionally, the item "provide remedial instruction materials" was ranked "7" by local supervisory leaders and ranked "5" by the state curriculum supervisors. Careful analysis indicated an interesting finding in exploring those areas which were not included in the statistical portion of the study. The local curriculum supervisory leaders had ranked providing remedial instruction material "5" when asked how the state supervisors actually functioned. Correspondingly, when the state supervisors were asked how they should function they ranked providing remedial instruction material "7". When asked about past and future role in providing remedial instruction materials, state supervisors and local supervisory leaders were in agreement.

Only a few comments were made concerning remedial instructional materials during the interview sessions. One state supervisor who had been in a state supervisory position for over five years noted a reason for this low ranking,

"The publishing and commercial houses seem to be very effective in providing these kind (remedial) of materials." A high school principal noted that he had "several teachers who only did remedial work." One suburban elementary principal stated, "A few years ago we had a strong push for remedial reading and mathematic teachers. Even in tight financial times my board of education is willing to support remedial programs."

The data suggested that curriculum supervisors probably do not need to concern themselves with providing remedial instruction materials. This is in keeping with the fact that local districts are hiring more teachers for remedial roles.

Further support was given to the above suggestion through a comparison of how local curriculum supervisory leaders and state supervisors felt state curriculum supervisors should perform. Those data are given below.

Local Curriculum Supervisory Leaders		State Curriculum Supervisors
3	Aid teachers in developing new materials	3
2	Inform teachers about available materials.	2
4	Provide self-evaluation material.	5
7	Provide remedial instruction materials.	7
1	Offer encouragement and support to the teaching staff.	1
5	Provide diagnostic tests to discover specific pupil weaknesses.	6
6	Provide encouragement and support to the administrative staff.	4

The items ranked "1," "2," "3," and "7" were the same in both sets of data. By using the Spearman Rank Correlation Coefficient test it was found

that .89 was the correlation between the ranks. At the .05 level that is a significant correlation. This relationship also suggested that priority be given to informing teachers about materials and offering encouragement and support to the teaching staff.

During the interviews, the state curriculum supervisors lent support to the above items as a priority. The general feeling was if the state education agency was to assume a leadership and service role, information and encouragement would have to be the basis of an effort to encourage individualization.

In terms of the interviews with local curriculum supervisory leaders. Much of the discussion on individualization concerned what the local district was doing in individualization and what programs they were about to attempt. Some of those were an innovative vocational program, an individualized language arts program for grades one through six, a modern media center program, and the basic components of the IGE/MUS-E program developed at the Wisconsin Research and Development Center. Clearly, from the discussion, the meaning of individualization varied tremendously. This suggested that state curriculum supervisors should make an effort to inform local district personnel of the many individualization options and the general meaning of individualized instruction as defined by the state education agency.

To lend credence to the above suggestion one principal made the following statement: "It is the state's function to explain if we (the local district) have a need in an area and be able to explain why we should go in a particular direction." Several other local curriculum supervisory leaders also mentioned the fact that state curriculum supervisors should be better trained in program assessment skills. One curriculum director stated that "the first principle of

supervision is observation. If your people can not observe a situation and make suggestions, they are not help to us." Also, every local curriculum leader felt that state curriculum supervisors understand and be able to explain and defend the programs advocated by the state education agency.

Significantly, the correlation between what local curriculum supervisory leaders and state curriculum supervisors reported as actual performance is .93 at the .05 level. The task of informing teachers about available materials was ranked "1" by both groups. Ranked "2" by both groups was offering encouragement and support to the teaching staff. Although reviewed in order, those tasks ranked "6" and "7" were providing self-evaluation materials and providing diagnostic tests to discover pupil weaknesses. These ranks correspond to those compared in hypothesis II.

There were several opinions on how information and encouragement could be provided. Many local curriculum leaders were interested in assistance with planning, specifically in developing goals and in writing performance objectives. A few mentioned that model curriculum guides would be helpful; although, several indicated that curriculum guides would be a waste of time if adequate planning is done on a system basis. One curriculum director thought that workshops were the best medium of information exchange. He stated: "All we want from your office is people for workshops. It saves us a lot of money." A principal stated that, "... your greatest service is in workshops because they are always done well." Others indicated that materials distributed to districts would be helpful because many teachers "do not have the time to keep up with the latest things."

A difference was indicated in those items least preferred as supervisory tasks. The desired task ranked "7" was providing remedial instruction materials.

In terms of observed performance, that task was ranked "5." It was also ranked "7" as least preferred by state curriculum supervisors. This item was probably least preferred because educators see this task in the role of one in special education.

As was the case with leadership style, the state curriculum supervisors ranked their actual and desired task performance very nearly the same. At the .05 level of significance the correlation coefficient was .93. This correlation proved to be significant. This high correlation was not surprising. The state curriculum supervisors have a very strong commitment to individualizing instruction. Since they tried to perceive themselves at doing a good job, the ranks would tend to be similar.

One additional comment by a local curriculum supervisory leader concerning individualization could also apply to other curriculum matters. A local superintendent suggested that an important task state curriculum supervisors could undertake would be to describe successful programs operating in other schools, especially in the same socioeconomic setting. He stated that "it is important to find out about good programs. It may be something we could try."

An analysis of the probe dealing with providing encouragement and support to the administrative staff is worthy of further discussion. Local curriculum supervisory leaders when asked how state supervisors functioned in this encouragement and supportive role to administrators ranked the task "3." Then, when asked to suggest how state supervisors should function the task was ranked "6." During the interviews local leaders were open in their remarks. "We never see state people." One suburban superintendent noted, "If they (supervisors) ever do get to my district they can work with my teachers not with me."

Another superintendent stated, "Everybody around here keeps talking about how young the people in Springfield are. I've been in this business a long time. The last thing I need is for a young kid out of graduate school to come in and tell me how to do my job." Still another superintendent from an affluent suburb remarked, "We are doing very nicely in this district. I do not need nor do I desire help from the state office. Why don't you do yourself a favor and send your supervisors where they'll be appreciated." Generally local supervisory leaders do not want assistance at the administrative level. If supervisory help was desired it was generally for and with the classroom teachers.

One final probe analysis was essential for a complete treatment of the hypotheses dealing with individualization of instruction - "Provide self-evaluation materials." When local supervisory leaders were asked whether state curriculum supervisors provided self-evaluation materials the local supervisory leaders ranked the task "7." However, when asked if state curriculum supervisors should provide self-evaluation materials the local supervisory leaders ranked the probe "4." This was a clear indication that local supervisors are concerned with self-evaluation materials. Not all the local educators interviewed addressed themselves with the self-evaluation task. Some of the comments are worth noting. A downstate principal explained, "Everywhere I go I hear about evaluation and accountability. Somehow I have to be better in evaluating or my superintendent is going to think I'm not doing my job. Perhaps if we could have some kind of device that helps teachers evaluate themselves maybe we all will be a little less frustrated." A superintendent-principal from a rural district stated, "I'm always interested in something that makes my job easier. I only have a few teachers compared to city districts, but,

I have to be the superintendent and the principal and the bus driver. If teachers could evaluate themselves it would make it a lot easier. And, they (teachers) might just get better."

There was a clear indication from the data that there was some difference of opinion between what local curriculum supervisory leaders and state curriculum supervisors recommended as the task aspects of the role of state curriculum supervisor in influencing local districts to individualize instruction. However, based upon the data three conclusions were drawn. First, the major task of the role should involve providing information about materials and offering encouragement and support to the teaching staff. State curriculum supervisors need not be concerned with providing remedial instruction materials. Third, any inservice planned concerning tasks necessary to influence the adoption of individualized instructional techniques should emphasize modes of individualization and information concerning successful individualized programs.

Hypothesis II was rejected. State curriculum supervisors were not performing in their role as desired by local curriculum leaders. Local curriculum supervisory leaders desired the state curriculum supervisors to give more encouragement to teachers.

HYPOTHESIS III

Implementation of New State Programs

In the past and at the present time one legitimate response to social change and the concomitant requests for institutional change has been the development of programs to alleviate all or part of the problem. The educational institution is no exception. With Francis Keppel's⁴⁰ call for a revolution of quality and citizens' calls for a more relevant educational process, change in the instructional program has been rapid. The change in programs was the easier response compared to changing the entire system. This answers Jerome S. Bruner's question given below:

American educational reform in the early sixties was concerned principally with the reconstruction of curriculum. The ideal was clarity and self-direction of intellect in the use of modern knowledge.... In the second half of the decade, ... deeper doubts began to develop, Did revision of curriculum suffice, or was a more fundamental restructuring of the entire educational system in order?⁴¹

Many fundamental changes must be made in the educational system. As discussed above, the individualization of instruction may be one of these changes. The programs in this section represent additional possibilities for more immediate action. Aiding school districts in the initiation of any one of the programs would involve the task aspect of the role of state curriculum supervisor. As in the other sub-sections dealing with tasks, the major activities

⁴⁰Francis Keppel, The Necessary Revolution in American Education, (Harper and Row, New York, 1966).

⁴¹Jerome S. Bruner, "The Process of Education Revisited," Phi Delta Kappan, (September, 1971), p. 19.

would involve providing information, models and encouragement to develop the programs indicated as most desirable.

One program that has backing from legislators, educators, and laymen is career education. As Bruner suggested, "We might put vocation and intention back into the process of education."⁴² In addition to preparation for a vocation, career education is preparation for a working career. Also, each teacher emphasizes the relevance of subject matter to a successful career.

From these concepts it is clear that career education would not be presented as a one time segment in the educational program. It is more a philosophy of education which stresses that which is practicable, achievable, and measurable but not to the exclusion of other legitimate objectives. In short, then, career education at present is a concept or philosophy in search of a definition.⁴³

Another program that may be implemented more and more as building bond issues continue to be defeated is the year-round school concept. Operating schools all year seems to many people a more rational and economical approach to operating the schools. In addition, the year-round school allows many innovations in terms of curricular reform.⁴⁴ This approach was taken by the Illinois Office of the Superintendent of Public Instruction when considering the possibility of year-round education.

⁴²Ibid., p. 20.

⁴³Office of Education, Career Education: A Handbook for Implementation, (Department of Health, Education and Welfare, Washington, D.C., 1972), p. 8.

⁴⁴National School Public Relations Association, Year-Round School (National School Public Relations Association, Washington, D.C., 1971).

Three bills passed recently by the Illinois legislature permitted the operation of a year-round school. In 1969 a bill changing the method of computing state aid payments to be based upon the average daily attendance for the best six months of the fiscal year was passed. In 1970, the legislature passed a law that permitted districts to operate schools on a full year basis with the approval of the Superintendent of Public Instruction. This bill required that students be in attendance for a minimum of one hundred eighty school days and that teachers not be required to teach more than one hundred eighty-five days. Additionally, a bill was passed in 1971 that would provide funds for school districts to conduct year-round school feasibility studies. Also, the bill was designed to provide some funds to local districts for transition costs. These recently passed laws have made the twelve-month school year a reality.

IGE/MUS-E was a program designed to individualize instruction that was discussed previously. As was indicated, many prominent educators believe this program is "the way" to individualize. The state agency has taken the position that there are many models and degrees of implementation that can result in the individualization of instruction. One of these models is the open classroom concept which was also given as a choice in this section.

Three other choices were programs that have, to a large extent, been developed by the state agency; although, instruction in health education is mandated by law. The low-c culture foreign language program was designed to give students an appreciation of the cultures of those people whose language was being studied. This is accomplished through study of the culture of the area from which the language originated. Also, the concept of the individual and his use of the language is stressed. Ethnic studies is also concerned with

people with different cultural and ethnic backgrounds. This is not a program of black studies, but a program which emphasizes the important contributions made to the United States by all ethnic groups. The major emphasis of the program is to create an awareness of the full contributions of ethnic and cultural diversity in American society.

A health education program was mandated by the "Critical Health Problems and Comprehensive Health Education Act" of 1971. Major objectives of the program were to assess the current status of health education and distribute guidelines for health education programs. A major aspect of the program is to develop materials and programs to aid in establishing programs in drug abuse education.

All of the above programs were chosen to be considered in this study because they are the main programs now being considered by the state agency. Also, they represent very different aspects of the curriculum which range from concepts or philosophies of education to a particular subject matter.

Theoretically, there should be some agreement between state curriculum supervisors and local curriculum supervisory leaders on what the role of the state curriculum supervisor should be in implementing new programs. Also, there should be some agreement on what tasks should be undertaken to implement certain programs. To test this proposition, the following statistical hypothesis was formulated.

Hypothesis III

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in implementing new state programs and what state curriculum supervisors report was their actual role in implementing new state programs.

In order to test the hypothesis, a null hypothesis of no difference was formulated. As was the case with the other hypotheses, the .05 level of significance was used. The data collected to test the hypothesis are given below with the sums first and then the ranking of those sums.

Chart 3

Local Curriculum Supervisory Leaders

336	Career Education	431
604	Twelve-month school	754
486.5	IGE/MUS-E	454.5
583	Low-c foreign language	720
557	Open classroom	532
462	Health education	509.5
516.5	Ethnic studies	637

State Curriculum Supervisors

86	Career education	74
98	Twelve-month school	91
60.5	IGE/MUS-E	58
105.5	Low-c foreign language	120
71	Open classroom	59.5
73	Health education	78.5

4	Ethnic Studies	5
State Curriculum Supervisors		
4	Career education	3
6	Twelve-month school	5
1	IGE/MUS-E	1
7	Low-c foreign language	7
2	Open classroom	2
3	Health education	4
5	Ethnic studies	6

A correlation coefficient between the two sets of ranks was .715 which was significant at the .05 level. Thus, the null hypothesis was rejected and the statistical hypothesis was accepted. This indicated that the state curriculum supervisor and the local curriculum supervisory leader were in agreement as to what state programs should be encouraged.

Interestingly, local curriculum supervisory leaders indicated that state supervisors have been more involved in implementing career education than any of the other programs. This may be an indication of either a wish or an emphasis upon which the local supervisor focused.

In both cases the twelve month or year-round school was ranked as low priority. Since few curriculum people are interested in this program, one or two people stationed in the state education agency office should have responsibility for this program in addition to other duties. In this way districts interested in the program could obtain services if desired.

Also, ethnic studies was ranked as a low priority in this section and in the section on integrating curricular offerings. Rural educators, as indicated

by the interviews, thought that ethnic studies was only concerned with blacks who are mostly in large cities. They also indicated that they were not prepared to deal with the controversy involved with the program. Local curriculum supervisory leaders in suburban areas indicated interest in ethnic studies, but some did not seem to indicate a willingness to become involved in controversy. One curriculum director was in the process of obtaining approval for an ethnic studies text. He stated that "the program is needed and the problems must be solved."

In addition to the correlation examined in the above hypotheses, there are several correlations which are useful in determining which programs should be dealt with in terms of state curriculum supervisory tasks. The first of these is the correlation between what both local curriculum supervisory leaders and state curriculum supervisors desire as functions of the state curriculum supervisor. In composing those sets of ranks a correlation of .74, which was significant at the .05 level, was found. This correlation indicated that the two groups were in general agreement as to what they desired in terms of new state programs.

In this case twelve-month school, low-c culture foreign language, and ethnic studies were ranked as the lowest three priorities. This indicated as in the hypothesis above, that these programs were seen as being low priority by both groups.

A similar trend was indicated in the correlation between what the local curriculum supervisory leaders and the state curriculum supervisors indicated as was actually occurring. The significant correlation of .93 was found at the .05 level. The same low ranks were in evidence as those explained in the

previous paragraph; although, ethnic studies was ranked "4" by the local curriculum supervisory leader rather than "5."

Lack of interest in these programs may be explained in a number of ways as indicated in the interviews.

In a number of interviews the twelve-month school year was discussed. One superintendent pointed out that "the people in this district would never buy it (twelve-month school year)." A suburban curriculum director offered the following comment: "This community is extremely concerned about the public schools. Still I believe that as sophisticated as many of the parents are they would be generally unwilling to accept year round schools for their youngsters." A down-state superintendent noted that his school district was considering the twelve-month school year as an organizational possibility. The superintendent stated, "I even went so far as to invite someone from the Office of the Superintendent of Public Instruction in to talk to my board of education. When they (board of education) found out that there would be no financial savings they (the board of education) dropped the idea completely." One additional superintendent answered the inquiry by asking the interviewer these questions: "What would you do if you already had five school buildings in your district and a declining enrollment? Would you be thinking of a year round program?" A number of local curriculum leaders considered their districts already on a year round education program with summer schools of a wide variety. Several state curriculum supervisors approached the question with "it (the twelve-month school year) never comes up" and "I guess I just don't give it any thought."

Low-c culture foreign language proved to be the least known of the new programs by local educators. Many local curriculum leaders had a vague notion

of what the program might involve by the title but were not sure. A curriculum director from the suburban area said, "I never heard of low-c culture as an approach to foreign language. And, I've been around a long time." She then added, "Doesn't sound like a bad idea." One superintendent noted, "As you describe it (low-c culture) I am reminded of a course offered at the college I attended. It was called culture studies or something. And, it took the place of the foreign language requirement. It was aimed at the kids who couldn't learn a foreign language. Who knows it might be a useful alternative in our high schools." An elementary principal claimed that she "never heard of it (low-c culture)." Then added, "I don't think this district would ever agree to introduce such a program (low-c culture). There is a great concern among our parents that our youngsters are not reading the way they should be. They (the parents) want us to improve and increase our reading program. This foreign language program you describe would just take away from the school day."

State supervisors, generally, were neither concerned nor supportive of the low-c culture foreign language program. As expected the foreign language supervisor was concerned. "I am shocked but not surprised by the responses you received from local educators. I have been aware for some time that foreign languages have dropped considerably in many school districts. What I am shocked about is that in this day and age, with the world shrinking as it is, how so many people are not concerned that our youngsters have a better understanding of other people. Low-c culture foreign language offers that."

As has already been mentioned above, many people equated ethnic studies with black studies. A downstate principal said, "We don't have any colored people in the district so we have no need for it (ethnic studies)." A suburban superintendent offered the following: "Ethnic studies certainly sounds like a great idea."

I would not deny that our young people should know more about the diverse groups that make up this nation. However, I am frustrated. I don't know where to begin or who to leave out. If we took all the different nationalities and races and gave them equal time we would spend more time on ethnic studies than we do on mathematics." The state curriculum supervisors did not offer reasons why ethnic studies were such a low priority. Noteworthy, however, is that since ethnic studies is such a new undertaking by the Office of the Superintendent of Public Instruction that the two ethnic studies supervisors were not included in the study. Both ethnic studies supervisors were employed less than six months.

The ranks of new state programs preferred by local supervisory leaders and state curriculum supervisors differed in some respects; although as indicated above, the correlation coefficient between the sets of ranks was .74. The local supervisory leaders preferred career education as "1" IGE/MUS-E as "2" and health education as "3." The state curriculum supervisors preferred IGE/MUS-E as "1" and open classrooms as "2." Career education was ranked "3." Health education was ranked "4."

Understandably, the state curriculum supervisors would rank the items dealing with aspects of individualization as "1" and "2." The topic has been frequently discussed and promoted by the state agency. Career education, in contrast, is not a viable state education agency program at this time. The local curriculum supervisory leaders indicated interest in career education as well as the IGE/MUS-E program. This indicated a willingness to change both organizationally and programmatically.

During the interviews with both the curriculum supervisors and the local

curriculum supervisor leader, greater insight was obtained into the reasons for the ranks.

Career education as a curricular program with which they desired more information was ranked first by local educators. An urban superintendent commented, "It's about time educators are beginning to talk about careers for everyone. For a long time I've been saying that all youngsters do not have to go to college. Now I feel as if I'm no longer in the minority." A suburban curriculum director added this remark, "As I work with teachers, I find career education one of the easiest programs to sell." A suburban high school principal noted, "Career education has been a widely discussed topic around here for about the last six months. My staff is ready for it. I do, however, believe we need more information on exactly where to go once you accept the concept." Several rural educators optimistically commented about career education. "I sure hope your staff can help us. Career education might be the best thing that we ever included in a program for kids," said one principal. A superintendent added, "This thing called career education just might help us from having all our young folks pick up and go to college and then leave for the city. Maybe we can now sell careers in farming without having to apologize for it."

Career education was ranked third by the state curriculum supervisors. As the interviewer discussed the topic with state supervisors they generally said that they accepted the concept and understood it as well. There was generally very little conversation on the topic. The supervisor who has the responsibility for promoting career education had this to offer. "Career education as a concept is one that most educators can relate to. However, there is such a difference between two schools of thought that career education may never get off the

ground. I really don't know if the vocational educational people or the generalists are going to win." The difference was explained in this manner when a clarification was asked for. "The vocational people are pushing training youngsters for specific jobs usually beginning in the junior high. The generalists are promoting career education as a preparation for life-leisure time as well as work. The generalists want career education to begin in the primary grades."

"The best thing we ever did was becoming an IGE school." A suburban principal offered, "The kids love it (IGE), the teachers love it and I love it. I deeply appreciate (name of specific supervisor) coming to our school and helping us get started." When asked whether additional help was given by the state curriculum supervisor, the principal commented, "Yes. Several times I called (name of supervisor) on the telephone to seek her advice. Besides she's been out to my school at least three times and has been very helpful." There was only one local curriculum leader interviewed who was involved with an IGE/MUS-E situation. Nevertheless, local educators were enthusiastic about the program. A suburban superintendent commented, "We aren't utilizing IGE here but, we are individualizing. If you mean do schools need more help from the Office of the Superintendent of Public Instruction people on individualization of instruction I would say yes. In fact most superintendents I know would take help from any source on individualization if it's good." An urban principal said, "Most educators have been hearing about individualizing for a long time. I guess the best thing about IGE is that it places the theoretical into a practical setting. We don't use it here; but we are incorporating some of the techniques into our instructional program."

Health education was generally not as widely discussed during the interviews. Several comments are worth noting. A suburban high school principal said, "We have a drug problem here. Everybody knows it, but nothing's being done about it. I don't know how long people are going to ignore it. If your office could send us someone who could help us with training our teachers in drug prevention that person would be doing this community a big favor." Several local people did equate health education and drug education as being synonymous. A down state superintendent offered these remarks. "Your man was down to a county institute last year. He did a real good job. I asked him to come and help the teachers in our district which he did. He did a good job. The only problem I see is that a one-day program, no matter how good it is, can only have limited results. Right now I'm not sure if any of my teachers remember what your supervisor said."

Two additional correlations indicated the validity of the ranked data. These correlations are between what was actually occurring and what was desired as indicated by both groups. In each case the correlation of .93, significant at the .05 level, was found. This indicated that the data were consistent with what was indicated in the other correlations.

Apparently, state curriculum supervisors should not concern themselves with the twelve-month school, low-c culture foreign language or ethnic studies. Various reasons were indicated for these conclusions. Also, the data indicated that state curriculum supervisors should be concerned with performing tasks related to the implementation of career education programs. Additionally, data from this sub-section correlated with data in the sub-section on individualization which indicated state curriculum supervisors should implement tasks

directed toward the individualization of instruction.

Hypothesis III was accepted. A significant relationship exists between what local curriculum supervisory leaders reported as the desired aspects of the role of the state curriculum supervisor in implementing new state programs and what state curriculum supervisors reported was their actual role in implementing new state programs.

HYPOTHESIS IV

Improvement of Instructional Skills

One of the most important, if not the most important, aspects of the educational program is the type and quality of instruction that is provided. Instruction depends to a great extent, upon the skill of each individual teacher. What is being done and how instruction is accomplished is being frequently questioned as indicated in the following passage:

...much of what we do as teachers must be reexamined. It seems obvious that our traditional curriculum -- our time-honored notions about the structure and sequence of content; our preference for seated, indoor verbal learning activities; our limited respect for the human potential; our undemocratic manipulation of other people's choices; our procedures for being helpful; our concept of the teacher's role -- these deeply entrenched aspects of teaching grow out of archaic notions about human behavior and human learning that are no longer acceptable.⁴⁵

In some instances experts feel that the failure of a child can only be due to the instructional program.

Anytime a student fails to learn well what he studies, something

⁴⁵Rodney A. Clark and Wolcott Beatty "Learning and Evaluation," Evaluation as Feedback and Guide (N. E. A., 1967 Yearbook), p. 65.

serious is wrong with his instructional program or the way it is being conducted. Either the student is being taught the wrong thing, or it is being taught him in the wrong way.⁴⁶

In any case, the instructional program is one of the most important aspects of the educational experience.

The tasks considered in this sub-section were chosen because they could be implemented by state curriculum supervisors. The categories represented both offering information and demonstrating the use of instructional materials.

A prediction was made that there would be some consensus of opinion between local curriculum supervisory leaders and state curriculum supervisors on the role of the state supervisor in the improvement of instructional skills. The following statistical hypothesis was formulated to test this relationship.

Hypothesis IV

There is a significant relationship between what local supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in the improvement of instructional skills and what state curriculum supervisors report was their actual role in the improvement of instructional skills.

A null hypothesis of no difference was formulated to test the data at the .05 level of significance. After the data were collected and the sums found, each sum was ranked. These data are given below:

⁴⁶Olen Heathers, National Planning in Curriculum and Instruction (N. E. A., 1967,) p. 73.

Chart IV

Local Curriculum Supervisory Leaders

571	Instruct teachers in the utilization of learning centers	563
572	Instruct teachers in the use of audio-visual equipment.	763
496.5	Provide suggestions on worthwhile textbooks.	701.5
536.5	Assist teachers in choosing supplementary materials as films, maps, records and reference books	634
598.5	Provide information on new ways of measuring and reporting student achievement.	553.5
595	Provide assistance in diagnosing student learning problems.	452.5
491	Provide information on services available from county, state, and federal education agencies.	633.5

State Curriculum Supervisors

127	Instruct teachers in the utilization of learning centers.	106
179	Instruct teachers in the use of audio-visual equipment.	171
127.5	Provide suggestions on worthwhile textbooks.	150
90.5	Assist teachers in choosing supplementary materials as films, maps, records and reference books.	94.5
131.5	Provide information on new ways of measuring and reporting student achievement.	107
128.5	Provide assistance in diagnosing student learning problems.	92
104.5	Provide information on services available from county, state, and federal education agencies.	93.5

Local Curriculum Supervisory Leaders

4	Instruct teachers in the utilization of learning centers.	3
5	Instruct teachers in the use of audio-visual equipment.	7
2	Provide suggestions on worthwhile textbooks.	6
3	Assist teachers in choosing supplementary materials as films, maps, records and reference books.	5
7	Provide information on new ways of measuring and reporting student achievement.	2
6	Provide assistance in diagnosing student learning problems.	1
1	Provide information on services available from county, state, and federal education agencies.	4

State Curriculum Supervisors

3	Instruct teachers in the utilization of learning centers.	4
7	Instruct teachers in the use of audio-visual equipment.	7
4	Provide suggestions on worthwhile textbooks.	6
1	Assist teachers in choosing supplementary materials as films, maps, records and reference books.	3
6	Provide information on new ways of measuring and reporting student achievement.	5
5	Provide assistance in diagnosing student learning problems.	1
2	Provide information on services available from county, state, and federal education agencies.	2

A correlation coefficient between the two groups was 0. This indicated no agreement or a random relationship. Considering this correlation, which was not significant, the null hypothesis of no relationship was accepted and the statistical hypothesis was rejected.

Although the hypothesis was not accepted, one useful conclusion can be drawn from these data concerning instructional skills. What was reported as

actually occurring by state curriculum supervisors was not satisfying the desires of local curriculum supervisory leaders.

This tended to be confirmed by two additional correlations. One was between the sets of ranks concerning what local curriculum supervisory leaders observed and desire. This correlation was .11 which is not significant at the .05 level. The other correlation was between what state curriculum supervisors report as the actual and desired aspects of their role in relation to instructional skills. A correlation of .54 was found which is not significant at the .05 level. Both of these cases indicated that what was actually occurring does not correspond with what is desired by the two groups.

Each of the three correlations above indicated disagreement concerning the tasks emphasized in the role of state curriculum supervisor concerning instructional skills. This disagreement was also expressed during the interviews.

A number of observations as reported by local curriculum supervisory leaders on how state curriculum supervisors actually function and should function should be noted. Local curriculum supervisory leaders reported that the state supervisors emphasized the disseminating of information on "worthwhile textbooks." The actual ranking is "2," "I don't need information on textbooks." One superintendent announced when questioned. "I get so many advertisements on textbooks that I can't remember all the names. We certainly don't need additional textbook information." Many of the participants believed that this aspect of the role of the supervisors was a major area of responsibility. Thus, by ranking this category "2" local supervisors see the state staff spending considerable time in performing the task of disseminating

information on textbooks. Then, when the same local curriculum leaders were asked to rank how they felt state curriculum supervisors should function as related to the textbook task the local leaders ranked the category "6."

Several of the state curriculum supervisors were questioned concerning textbooks. "I always have given teachers information on the latest books in the field. I think it's part of my job. After all I get information that teachers never see," commented one state supervisor. Another state supervisor reacted this way. "If the local people ranked this area (textbooks) low then I couldn't agree with them more. I almost never give out information on textbooks. In fact I ranked that area "7."

The difference in ranking between what state curriculum supervisors actually did and what local curriculum supervisors stated they should do in the area of providing assistance in diagnosing student learning problems was generally considerable. Several comments reflected local concern in this area. A suburban principal stated, "Of all the areas you suggested in this part of your survey (improvement of instructional skills section) the one point that would help us most is in diagnosing problems. If your people could help us or at least show us or tell us better ways and quicker ways to diagnose we would be deeply grateful." Then he added, "Can your supervisors do this?" The interviewer asked several of the state curriculum supervisors this question - Can you help districts in diagnosing student learning problems. Generally, the responses were negative. One state curriculum supervisor remarked, "No. I guess I can't help with diagnosing problems. My background is science. I guess I'm a specialist." Another supervisor became somewhat irate as she answered. "I'm not a diagnostician. I don't have the expertise. I don't claim to have

expertise. Naturally, when I'm working in a district I ignore diagnosing. I can't do everything. I give suggestions and advice to teachers. I think too many administrators expect us to do all the work when we're in their schools. Miracles can not be accomplished by a one or two day visitation." These comments were in the minority. The majority of the state curriculum supervisors ranked the task providing assistance in diagnosing student learning problems as "1" when they were asked how they should function. One supervisor commented, "If I could be trained to help teachers diagnose youngsters' problems, I would probably be doing the teachers a great favor. I certainly do think it's an area we should be more involved in." Another supervisor noted, "Yes, I do believe that teachers want and need help in diagnosing problems in the classroom. If I were trained to do it I'm sure I would be a big help to teachers." Lastly, another supervisor remarked, "If we could help teachers in diagnosing student learning problems, we would be very popular when we went out to visit schools."

A further analysis of the different opinions between local curriculum supervisory leaders and state curriculum supervisors in the area of instructional skills should be discussed. First, local curriculum leaders when asked whether state supervisors should assist teachers in choosing supplementary materials ranked the task "5." A principal of an elementary school commented, "I don't need the state supervisor to help us with supplementary materials. We have a very fine media center and librarian. She (the librarian) does a very fine job in that respect." A downstate superintendent noted, "I think the supervisors like to get involved with supplementary materials. Maybe the reason is that it makes them feel as if they're doing something."

When they were asked what they actually do in the instructional skills area state curriculum supervisors ranked supplementary materials as "1." There was much agreement among the state supervisors. A few typical comments follow: "Yes, I do give out supplementary materials. This is what the teachers want." "I am asked if I have handouts practically everywhere I go." "Especially in my area (science) teachers want to know what new films and filmstrips are available."

A second point of disagreement was in the area of providing information on new ways of measuring and reporting student achievement. Local curriculum supervisory leaders ranked measuring and reporting student achievement "2." A suburban principal explained, "This community is questioning the grade reporting system. We are in the process of doing away with the old "A-F" type of grading. If the state office could give us assistance it would be a great help." This is another instance of the state agency and the state supervisors being more desirable when a local district needs help in a specific area. A rural principal commented, "The teachers here would certainly appreciate help in this area (measuring and reporting student achievement). Just send them (state supervisors) over. We'll use them."

The state curriculum supervisors ranked the task measuring and reporting student achievement "6" when questioned how they actually function. One supervisor said, "If I had the time I would probably help more, but I just don't have that kind of time when I'm working with teachers." Another supervisor commented, "It is not a high priority for me."

In terms of what is desired by both state curriculum supervisors and local curriculum supervisory leaders, some positive conclusions can be made from the ranked data. When comparing the sets of ranks between what state curriculum

supervisors and local curriculum supervisory leaders desired, a correlation coefficient significant at the .05 level was found to be .74. This correlation indicated that there was general agreement concerning the desired tasks in the improvement of instructional skills.

For example, providing assistance in diagnosing student learning problems was ranked "1" by both groups. Also, both groups ranked instruction in the use of audio-visual equipment and suggestions on worthwhile textbooks "7" and "6" respectively. From these data the role of the state curriculum supervisor should include tasks related to providing assistance in diagnosing student learning problems. Tasks related to audio-visual equipment and suggesting textbooks should not be an aspect of the role.

More definite statements on the ranks of other items could not be made. More insight into why these items were ranked as they were came from the interviews.

Several of the tasks should be analyzed further. When considering how both the local curriculum supervisory leader and the state curriculum supervisors expressed the desired way state curriculum supervisors should function two of the task rankings need further clarification. Both the state supervisors and local curriculum leaders when asked about instructing teachers in the use of audio-visual equipment ranked the task "7." Very few comments concerning audio-visual materials were given to the interviewer by either the state or local educators. The most typical comment was, "No, we do not need help."

Instructing teachers in the utilization of learning centers was one task that had a wide range of varying opinions. The state curriculum supervisors and the local curriculum supervisory leaders ranked the learning center task

"4" and "3" respectively. Some of the more interesting comments follow. "Since we put in a learning center in our school," said one principal, "teachers and students have changed greatly. I believe in learning centers and any help your people can give us would be appreciated." A downstate superintendent remarked, "We have libraries in both schools and a librarian who divides her time between the two schools. We have a lot of good books. We have been participating in Title II for a long time. I don't know though if the kids use the libraries any more." An urban superintendent noted, "I am very pleased to see that your office is going to distribute standards for media centers. I hope they're tough enough. You have my support." Finally, a downstate superintendent said, "I've seen some of those learning centers and the last thing I saw there was learning. It seemed more like mass confusion."

The state curriculum supervisors were less verbal when questioned about learning centers. Many felt the task was important but that they had other priorities. One supervisor reacted, "Maybe I assume too much. I feel that most teachers believe in libraries and learning centers and do know how to use them." Another state supervisor stated, "When I work with a teacher it's usually in a classroom. Perhaps I should try to have some conferences in the library."

A final correlation of the sets of ranked data that could be made yields little useful information. In comparing what local curriculum supervisory leaders and state curriculum supervisors reported as what was actually occurring, a correlation of .54 was found. This correlation coefficient is not significant at the .05 significance level. This correlation further indicated that there was disagreement concerning the role of the state curriculum supervisor in the improvement of instructional skills.

An additional point of interest was discovered concerning instructional skills during the interviews with local curriculum supervisory leaders. The respondents indicated that teachers already have the skills necessary to teach or they would not be retained on the staff. This may not really be the case. For example, implications of Illinois tenure laws must be considered. Also, the local supervisory leaders suggested that skills varied, but adequate performance was all that was necessary.

In applying this to the role of the state curriculum supervisor, one point is clear. State supervisors need to become much more knowledgeable in the area of assessment and performance evaluation. The focus should be both in terms of the individual student and the entire instructional program.

In examining the data, hypothesis IV was rejected. There was no significant relationship between what local curriculum supervisory leaders reported as the desired aspects of the role of the state curriculum supervisor in the improvement of instructional skills and what state curriculum supervisors reported was their actual role in the improvement of instructional skills.

HYPOTHESIS V

Integration of Curriculum Offerings

The development of a curriculum depends upon many value judgements and theories of learning, purposes of curriculum, and natures and uses of knowledge. These three elements are so interrelated in curriculum theory that they cannot be easily separated for analysis. Further, current practice has been eclectic to the point that some features are incorporated in the curriculum that are inconsistent, if not contradictory.

Many experts have attempted to deal with these problems with little success. Dr. James B. Conant's work, though valuable, has not resolved any of these basic issues. In The American High School Today,⁴⁷ Conant produced a series of recommendations based on the premise that the American high school must provide a good general education, provide programs to develop useful skills, and educate those able to handle advanced academic subjects. Further, he has described the basic elements of a curriculum of quality in terms of current practice, but he has not provided a basic rationale for curriculum. If his suggestions were taken as norms and followed with no questions, they would become doctrine as rigid as is now in existence. If, on the other hand, they were taken as suggestions along with many other points of view, a base for constructive curricular revision could develop.

Even though traditional curriculum theory remains strong, some significant modifications have been made in terms of content during the last decade. Course offerings have been broadened to include more than the liberal arts offerings. Vocational, commercial, consumer and health oriented courses have been added as

as well as courses of personal interest such as chess, handicrafts, and creative writing. These latter developments have been piecemeal additions, in many cases, to the curriculum with little consideration to their theoretical contribution. They have been to a great extent grafted onto the existing structure.

New approaches to organizing the curriculum have been most apparent in science and mathematics in response to the Russian space program. Although changes have been made in areas such as English and social studies, they are less dramatic. The approach to curriculum reform through separate subjects is not a sufficient response to major curriculum problems.

What is needed is a curriculum designed so that school districts can achieve organized, coherent, and effective patterns of instruction relevant to the local socio-economic setting. A central issue in curriculum is whether traditional subjects should be taught or new ones organized in new ways.

In terms of integrating the curriculum, a number of educators have advocated a program of instruction in which concepts carry over discipline lines. A program where each course or aspect of the instructional programs would relate to other aspects and relate to the life of the student.

The above consideration was made when this sub-section of the study was formulated. It was necessary to identify those tasks involved in the role of the state curriculum supervisor which would contribute to the integration of curricular offerings. This information combined with conclusions derived from the analysis of data concerning the implementation of new state programs should give an indication of what aspects of the curriculum should be more adequately integrated into the curriculum.

From the theoretical position or research hypothesis of this study, it was suggested that there would be a relationship between what local curriculum supervisory leaders and state curriculum supervisors report as the desired aspects of the role of the state supervisor in the integration of curricular offerings. From this position, the following statistical hypothesis was generated:

Hypothesis V

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in the integration of curricular offerings and what state curriculum supervisors report was their actual role in the integration of curricular offerings.

The items for this section were chosen because of their relevance to today's educational system. Also, the tasks related to aspects of the curriculum were those described in Action Goals for the Seventies⁴⁸ as the desired developments in the curriculum for the seventies.

The sums of each category are given below. Also, the ranks of the sums are given.

Chart 5

Local Curriculum Supervisors Leaders

How Supervisors Actually Function		How Supervisors Should Function
441.5	Career Education	493.5
500.5	Health Education	565.5
536.5	Environmental Education	584
581.5	Ethnic Studies	747.5
573.5	Core Courses	513.5
582	Safety Education	725
473.5	Consumer Education	634.5

⁴⁸Action Goals for the Seventies, op. cit., pp. 95-105.

State Curriculum Supervisors

125	Career Education	94.5
119.5	Health Education	109
105	Environmental Education	89.5
132.5	Ethnic Studies	119
85	Core Courses	78
126.5	Safety Education	123
96	Consumer Education	92

Local Curriculum Supervisory Leaders

1	Career Education	1
3	Health Education	3
4	Environmental Education	4
6	Ethnic Studies	7
5	Core Courses	2
7	Safety Education	6
2	Consumer Education	5

State Curriculum Supervisors

5	Career Education	4
4	Health Education	5
3	Environmental Education	2
7	Ethnic Studies	6
1	Core Courses	1
6	Safety Education	7
2	Consumer Education	3

To test the statistical hypothesis a null hypothesis of no relationship was formulated. The correlation coefficient at the .05 level was .5 which is not significant. Thus, the null hypothesis of no relationship was accepted and the statistical hypothesis was rejected.

State curriculum supervisors and local curriculum supervisory leaders were in disagreement as to the role of the state curriculum supervisor in the integration of curricular offerings. The local curriculum supervisory leaders were most interested in career education which Sidney Marland describes as:

... a new orientation of education -- starting with the earliest grades and continuing through high school -- that would expose the student to the range of career opportunities, help him narrow down the choices in terms of his own aptitudes and interests, and provide him with education and training appropriate to his ambition. In many cases his training would certainly involve the "manipulative" skills commonly associated with vocational education. It would be strongly and relevantly underguided by education in the traditional academic subjects.⁴⁹

This finding was consistent with the section on "Implementation of New State Programs." Also, the survey instruments indicated that both state curriculum supervisors and local supervisory leaders were not interested in ethnic studies. This was consistent with the data in "Implementation of New State Programs." Also indicated as a low priority by both groups was safety education.

Both groups also indicated an interest in information on integrating core courses such as reading with social studies, mathematics with industrial arts, and art with foreign language. This was indicated in the column headed "How Supervisors Should Function" in Chart 5. This reflected the contemporary interest in relating all aspects of the curriculum and de-emphasizing the traditional separation of disciplines and courses.

Interviews with local curriculum supervisory leaders confirmed interest in career education. The feeling was as one principal stated. "This (career education) will fill in the gap between liberal arts and vocational education." Many local curriculum supervisory leaders indicated that students not interested in the university world "have more of a chance for a good job and a good life." Apparently many educators feel that career education may be an answer

⁴⁹Sidney Marland, "Marland on Career Education," American Education, (November, 1971), p. 27.

to the problem of relevant education for those students who do not chose to attend college.

One superintendent offered this statement. "Career education is the most exciting idea to come out of Washington in a long time. My only fear is that it'll die before it (career education) gets started." A suburban principal commented. "I don't know how we'll implement such a program, but career education should help many of our youngsters." One urban high school principal reacted. "Will your state supervisor be able to help us in career education." If they can that'll be great." Another curriculum leader was not as enthusiastic. "I don't know what it all means. If career education means job placement I suppose it'll be useful. I don't think the state will have to worry about selling the idea, though, because sooner or later every publishing company around will be trying to sell career education materials."

When the state curriculum supervisors were questioned on how they actually functioned they ranked career education "5." Some of the remarks received in the interview process follow. "No, I don't push career education," commented the mathematics supervisor. Another supervisor stated. "I'm a social studies man and I suppose I do occasionally suggest career opportunities in the social sciences. But, I certainly don't do it on a regular basis." A typical comment was, "I don't know what career education means. I'll wait until I know more about it."

Ranked data that tends to reinforce the implications discussed above are the actual and desired ranks indicated by the local curriculum supervisory leaders. Although the correlation of .65 was not significant at the .05 level, certain insights can be obtained from the data.

In both instances career education was ranked "1." Even though local curriculum supervisory leaders may desire integrating career education into the curriculum, there is doubt that this emphasis could be ranked "1" as actually occurring. The ranking may represent a wish rather than a reality. In contrast the state curriculum supervisors ranked career education "5" in the actual category.

In referring to Chart 5, health education and environmental education were ranked "3" and "4" respectively in both cases. Also, ethnic studies and safety education were given the lowest ranks in each case.

There was a general agreement that integrating core courses into the curriculum was a high priority item. The local curriculum supervisory leaders ranked integrating core courses into the curriculum "2". Several of the comments given to the interviewer follow. "One superintendent said, "I think that integrating courses is the way to go. We just recently built two new buildings both with the open space concept. I think schools like that will facilitate the integrating of courses." A suburban principal commented. "For a while now we've heard of integrating programs. If this is what the state office is pushing, we will need some help." A suburban curriculum director noted. "This is an elementary school district. Our teachers have been integrating subjects all along. In fact, we are even integrating our youngsters."

State curriculum supervisors ranked integrating core courses into the curriculum "1." Though there were a number of specific comments, generally the state curriculum supervisors spoke very enthusiastically of integrating their particular specialty, e.g. Science, English, Industrial Arts, Music, etc., with other specific subject areas.

In correlating what the local curriculum supervisory leader desired with what the state curriculum supervisor desired, a ratio of .57 was found. Also, in correlating what the local curriculum supervisory leader actually observed with what the state curriculum supervisor actually observed. A coefficient of .36 was found. Neither of these correlations were significant at the .05 level, but the same as indicated above was observed.

Local curriculum supervisory leaders were more concerned with career education and integrating core courses. The state curriculum supervisors indicated an interest in integrating core courses into the curriculum, but indicated environmental education as a more desirable alternative.

In terms of environmental education, the interviews with the state curriculum supervisors illicited the greatest number of responses. The science supervisor explained. "The concern of scientists and science teachers with the conditions in our environment has resulted in an overwhelming emphasis on environmental education. Everywhere the concentration is on the environment, in the journals and in the new textbooks on the market. Whenever I go out to work with teachers their major request is for materials and information concerning environment education." A social studies supervisor remarked, "Yes, I get an incredible amount of inquiries about environmental education. Five years ago hardly anything was being mentioned. Now times have changed. I suppose the major reason why this is happening is that teachers tell me young people are more turned on about environment as a topic than any other subject." The supervisor whose major responsibility is environmental education commented, "Naturally I'm biased. I believe environmental education is the most important area in the curriculum. As a topic environment can easily be integrated into

HYPOTHESIS VI

Instructional Attitudes

Many educators have stressed that the climate within a classroom and the rapport with the community is as important as the instructional program in determining how and what children learn. In addressing himself to this issue, John Holt stated:

Even in the kindest and gentlest of schools, children are afraid, many of them a great deal of the time, some of them almost all of the time. This is a hard fact of life to deal with. What can we do about it?⁵⁰

An answer to this question is given by the Illinois Education agency in two substantive goals for education:

The educational system must provide an environment which helps students, parents, and other community members demonstrate a positive attitude toward learning.

The educational system must foster a feeling of adequacy and self-worth on the part of all students.⁵¹

The objective of both of these goals is to encourage a statewide commitment to an educational process which develops a climate of favorable attitudes toward learning. Also inherent in these goals is the desire for humanizing the educational process. As stated in Action Goals for the Seventies, this will mean "... the educational system must organize experiences that will result in persons believing in themselves, understanding mistakes, thinking well of

⁵⁰ John Holt, Why Children Fail (Pitman, New York, 1964), p. 39.

⁵¹ Action Goals for the Seventies, op. cit., pp. 59.60.

others, and developing the realization that their own well-being depends upon the well-being of others."⁵²

In considering certain strongly held attitudes and beliefs state curriculum supervisors would find it very difficult if not impossible to change feelings concerning more emotional issues such as opinions on academic freedom and attitudes toward minority groups. This does not imply that state curriculum supervisors have been unsuccessful in influencing local educators to adopt new programs or try new instructional approaches. Changes in skills do not generally attack one's basic philosophical attitudes. The desired result would be to influence overt behaviors through effectively distributing pertinent information. Thus, the tasks described in this sub-section dealt with topics in terms of providing information.

These tasks were included because of their relationship to the goals of the state agency. Also, the issues involved with the different tasks are of major concern to educators as indicated by topics in the major educational journals.

To test the correlation between the perceptions of the two groups, the following statistical hypothesis was formulated. As was the case with the other hypotheses, a null hypothesis of no relationship was formulated to test at the .05 level of significance. Hypothesis VI is given with the data in Chart 6.

⁵²Ibid., p. 60.

Hypothesis V

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in providing information on instructional attitudes and what state curriculum supervisors report was their actual role in providing information on instructional attitudes.

Chart 6

Local Curriculum Supervisory Leaders

How Supervisors
Actually Function

660.5
451.5
619.5
535
440
539.5
464.5

Pressure Groups
Different ability groups
Academic freedom
Climate of classroom
Rapid changes
Minority cultures
Planning courses

How Supervisors
Should Function

801
514.5
803
485.5
466.5
715.5
531

State Curriculum Supervisors

165.5
92.5
157
110.5
82
167
84.5

Pressure Groups
Different ability groups
Academic freedom
Climate of classroom
Rapid changes
Minority cultures
Planning courses

161.5
91
149
90
78.5
143.5
94.5

Local Curriculum Supervisory Leaders

7
2
6
4
1
5
3

Pressure Groups
Different ability groups
Academic freedom
Climate of classroom
Rapid changes
Minority cultures
Planning courses

6
3
7
2
1
5
4

State Curriculum Supervisors

6	Pressure groups	7
3	Different ability groups	3
5	Academic freedom	6
4	Climate of classroom	3
1	Rapid changes	1
7	Minority cultures	5
2	Planning courses	4

The correlation coefficient between what local curriculum supervisory leaders reported as the desired aspects of the role of the state curriculum supervisor in providing information on instructional attitudes and what state curriculum supervisors reported was their actual role in providing information on instructional attitudes was found to be .715. This coefficient is significant at the .05 level. Thus the null hypothesis of no relationship was rejected and the statistical hypothesis was accepted.

In both cases the task of providing information to better deal with the rapid changes in curriculum and instruction was ranked "1." This was consistent with the similar task in the sub-section dealing with individualization of instruction. Informing teachers about available materials ranked "2." Both indicate a willingness to have assistance in keeping abreast of the latest trends.

State curriculum supervisors ranked the task involving planning as "2" while local curriculum supervisors ranked this task "4." The local curriculum supervisor would place more emphasis upon improving the psychological climate of the classroom ranked "2." The state supervisor ranked this task "4." Both groups agreed that information on working with different ability groups should

be given a rank of "3."

Those tasks ranked "5," "6," and "7" were reversed. All of these tasks related to issues thought of as being more external to the instructional program. Also, each of these tasks would involve issues more controversial in nature. This was consistent with other findings of this study indicating local curriculum supervisory leaders and state curriculum supervisors were interested in those aspects of education that were primarily within the classroom.

Various individual relationships were interesting to note upon a careful analysis of the components of this section. Though both the local and state supervisors selected providing teachers with information to deal better with rapid changes in curriculum and instruction as a first choice, many of the state supervisors selected providing information on the importance of planning and organizing courses as the most widely used supervisory technique. A number of the state supervisors when interviewed expressed their commitment to the planning concept and overtly admitted that as they met with local district educators they encouraged and promoted a planning philosophy to improve instruction. A careful analysis of this section revealed that among the state supervisors the first and second selections were very nearly the same. The composite figures indicated a 2 - 5 span between the two. Providing teachers with information to deal better with the rapid changes in curriculum and instruction 82 (1st), and provide information on the importance of planning and organizing courses 84.5 (Second). This latter category was selected fourth among local curriculum supervisors. When viewing only the final ranking order and comparing the state supervisors with the local supervisor, the second and fourth respectively give

a misleading closeness among the two. Although this particular aspect was not treated statistically there is an apparent significance that must not be overlooked.

Local supervisory leaders in a number of interviews, emphatically stated that the role of the state supervisor should not include an urging of planning. One assistant superintendent reported that "planning is our business - it is not the state office's business." A principal of a small downstate school offered this suggestion: "What we need is technical skills that just aren't available to us except from the Office of the Superintendent of Public Instruction. Of course we could always pay for these services from professors out of Southern Illinois University, but we just can't afford that sort of thing." Another attitude was stated by a suburban superintendent: "The State Agency should offer us services when we request them. By all means state supervisors should not tell us whether or not we should plan." Generally speaking, local educators expressed a concern both as to the extent to which planning was needed and whether or not state supervisors should have as part of their role the task of changing attitudes of local supervisors in this matter.

In analyzing the category providing information on improving the psychological climate of the classroom an interesting finding resulted. State curriculum supervisors clearly indicated that their role was not primarily focused on providing information on improving the psychological climate of the classroom and, therefore, ranked the category fourth. Noteworthy, to mention is that during the interviews state supervisors expressed neither a positive nor a negative reaction to this category. There was no discussion with the state supervisors. The local supervisors, however, ranked second the probe dealing

with improving the psychological climate of the classroom. This is a clear indication that an important part of the role of the state supervisor should deal with psychological climate. Several central office personnel expressed a concern that teachers were becoming too militant and difficult to deal with professionally. These local educators strongly suggested that state supervisors spend considerable time in influencing local teachers by encouraging a "proper professional attitude." One principal explained: "I hear so much negativism in the teacher's lounge that I can't help believing that that kind of attitude is carried back into the classroom." A superintendent in suburban Cook County expressed: "Maybe they (state supervisors) can get teachers to think more like professionals." An interesting observation is that depending on the task being suggested the thinking of local supervisors fluctuated concerning the role of the state supervisor. There was an obvious indication that local educators were receptive to assistance from state supervisors in attitudinal areas where either controversy or suspicion was somewhat apparent. Nevertheless, there was an inconsistency in less threatening areas such as in planning and in these cases the local curriculum supervisors were inclined not to want state office interference.

Another area worthy of further analysis dealt with providing information on maximizing academic freedom. The state curriculum supervisor by ranking the academic freedom problem fifth indicated that the staff of the state office sees their role dealing with attitudinal changes in the area of academic freedom to some degree. Admittedly, by the fifth rank status academic freedom was an area that was only barely a role function of the state supervisor by his own admission. Generally, the interview reaction to academic freedom concerned

itself primarily with an illustrative or idealistic approach to the topic. A belief in a liberal interpretation to education growth was evident in the responses of the state supervisor. One supervisor summarized: "Academic freedom is of utmost importance to staff development. It is synonymous with professionalism. Therefore, I see my role as one of encouraging attitudinal change."

Local supervisors ranked providing information on maximizing academic freedom last: "We have enough problems. We don't need any more!" was the opinion of two local supervisors. A superintendent said, "I don't always know for sure what academic freedom means. If it means another way for teachers to disregard central office policy then I am extremely opposed (to intervention by the state curriculum supervisor)."

Tending to confirm the above findings was the correlation between what local curriculum supervisory leaders and state curriculum supervisors desire as tasks in developing instructional attitudes on the part of state curriculum supervisors. The correlation coefficient, which was significant at the .05 level, was .97. Ranked "1" through "4" were those tasks involving aspects of the instructional program more nearly related to the classroom. Those issues involving social aspects more related to outside influences were ranked "5" through "7".

Also tending to confirm the above was the correlation between what local curriculum supervisory leaders and state curriculum supervisors reported as the actual performance of the state curriculum supervisor. A correlation coefficient of .86 was found to be significant at the .05 level. Again, those tasks chosen as "1" through "4" were the same as in the other correlations with

those ranked "2" and "3" in this case being reversed. The tasks dealing with minority groups, academic freedom and pressure groups were given the least priority.

Another significant relationship between the ranks of data was that between what local curriculum supervisory leaders observed as the actual performance and what they desired as performance from state curriculum supervisors. The correlation at the .05 level was found to be .86. This significant correlation indicated that what the state curriculum supervisors were seen as doing in relation to instructional attitudes was basically what they desired. Ranked "1" was the task involving providing information to deal better with rapid changes in curriculum and instruction. As in the other correlations discussed above, those tasks dealing with pressure groups, academic freedom and minority groups were not as desired and were not being attempted to a great extent by the state curriculum supervisors.

In the same context the correlation between what state curriculum supervisor's indicated as their actual performance and what they indicated would be desirable was .75. This correlation was found to be significant at the .05 level. The state supervisors indicated that dealing with change was what they were doing and what they desired. Also, they indicated that tasks directed toward minority groups academic freedom and pressure groups were least preferred and least implemented in actual practice. The state supervisors indicated improving the psychological climate of the classroom as "2" in the desirable category and "4" in the actual category. They indicated by ranking planning tasks "2" that they were more involved in this area than they desired - ranked "4." The immediate situation in the classroom apparently is more important

than planning and organizing courses for the future.

From the ranked tasks discussed above, state curriculum supervisors should be concerned with providing information to better deal with the rapid changes in curriculum and instruction and to provide information on improving the psychological climate of the classroom. Also, attitudes involving academic freedom, minority groups and pressure groups could not successfully be dealt with by state curriculum supervisors. Both the state curriculum supervisors and the local curriculum supervisory leaders either felt that these issues were not in the realm of influence of state curriculum supervisors or that these attitudes cannot be changed.

Also, emphasis was given by both groups to a task that would focus on providing information on working with different ability groups. This favorably related to the finding in the sub-section concerning individualization of instruction in which both groups expressed an interest in modes of individualizing instruction. Additionally, this task would correlate with the primary rank given to providing assistance in diagnosing student learning problems in the sub-section concerning the improvement of instructional skills. Each of the tasks related to placing an emphasis upon the individual student.

In conclusion, hypothesis VI was accepted. A significant relationship was found between what local curriculum supervisory leaders reported as the desired aspects of the role of the state curriculum supervisor in providing information on instructional attitudes and what state curriculum supervisors reported was their actual role in providing information on instructional attitudes.

CHAPTER IV

CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR FURTHER STUDY

A major concern which has been discussed throughout this study is the role of the state curriculum supervisor and how the role of the supervisor is being implemented at the local district level. This study gave evidence that the educator responsible for curriculum supervision at the local level was concerned with how the state curriculum supervisor functions. There appears to be an attitude by local educators that state supervisors should no longer function in a laissez-faire manner. This corresponds to the contemporary emphasis upon accountability. So, too, within education the state curriculum supervisor has been forced to be more accountable for what he does.

For the purposes of this study, "role" was examined from the dual perspective of task and style. Role refers to the total structural or normative components that outline job expectations. Since there are a variety of ways of structuring relationships, this study was designed in part to identify those styles most appropriate to the role of the state curriculum supervisor. Style refers to the interaction that individuals employ in the social progress process of activating people to reach an objective. The task aspect of role refers to how one puts his objectives into operation or what he does. This also refers to the activities that are expected of him to accomplish the ends to which he strives.

Considering the dual nature of role two major sections of the survey instrument were used in this study; "Ways of Working in Supervision" and "Supervisory Activities." The section titled the "Ways of Working in Supervision" lends itself to answering which leadership styles were most used by state curriculum supervisors and which leadership styles were most desirable for state curriculum supervisors as perceived by local supervisory leaders and state curriculum supervisors. There was an indication in the literature that the leadership style of a supervisor is of importance in becoming more acceptable to educators at all levels. How something is accomplished is of particular interest whether or not we know the results of what was being attempted. Once a list of leadership styles presently being used was determined several avenues for improvement became available. First, if the leadership styles employed by state curriculum supervisors corresponded with those preferred by local curriculum supervisory leaders, efforts could be made to improve performance. If the actual leadership style employed by state curriculum supervisors was in conflict with those styles desired by local supervisory leaders, the approach for improvement would be more complex.

Another point was evident. For some time educators have been convinced that supervision of programs can be beneficial in the improvement of instruction. However, recent trends indicated that supervisory activities are accepted when the supervisor was knowledgeable both in the area being supervised and educationally respected by the individuals being supervised. If the contemporary supervisor qualified in the two areas listed above, the services of the supervisor were more likely to be accepted; if not, the services of the supervisor were more likely to be rejected.

Consideration must also be given to building an atmosphere of confidence and trust between state curriculum supervisors and local supervisory leaders. State supervisors reporting activities and attitudes aimed at this purpose found more positive support of the programs of the state education agency. Further, if the state curriculum supervisor was accepted by local curriculum supervisory leaders the programs being promoted by the state curriculum supervisor would generally be more acceptable.

Further, both the state curriculum supervisor and the local supervisory leader indicated that "discussive" and "supportive" leadership styles were the most desirable. From this general agreement the state curriculum supervisor should approach the local district with an emphasis upon improving local programs through discussion and support. From the evidence received state curriculum supervisors would not be accepted if either a manipulative or a directive leadership style is evident.

The section of the survey dealing with "Supervisory Activities" was developed from the Office of the Superintendent of Public Instruction Action Goals for the Seventies.¹ The categories and sub-categories listed were included to determine which specific tasks the state curriculum supervisor should employ to assist local curriculum supervisors in improving their programs. These tasks included providing information in improving materials and suggestions relative to

¹Goals for the Seventies: An Agenda for Illinois Education, Action, op. cit., 1972.

educational programs.

Finally, state curriculum supervisors should be responsive to the needs of local curriculum supervisory leaders. State education agencies have been traditionally viewed by local districts as regulatory agencies. In recent years, however, state agencies have placed more emphasis upon leadership and service. A leadership through service approach could very well be the most desirable approach from both perspectives.

HYPOTHESIS I

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects in the leadership style of the state curriculum supervisors and what state curriculum supervisors report was their actual leadership style.

.83 significant

This hypothesis was accepted. The leadership style aspect of the role of the state curriculum supervisor employed by state curriculum supervisors and desired by local curriculum supervisory leaders was almost identical. A discursive leadership style was considered the most desirable. The manipulative and non-directive styles were reported as least desirable by the local curriculum supervisory leaders.

HYPOTHESIS II

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in individualizing instruction and what state curriculum supervisors

report was their actual role in individualizing instruction.

.68 not significant

This hypothesis was rejected. There was a difference between how state curriculum supervisors were actually performing and what tasks local curriculum supervisory leaders believed should be employed to promote the individualization of instruction. A correlation was found that providing remedial instruction was not desirable to local curriculum supervisors. Additionally, the state curriculum supervisors were actually offering encouragement and support to the local districts, and local curriculum supervisory leaders stated that offering encouragement and support to the teaching staff was desirable because this would greatly aid the local district personnel in individualizing instruction. The performance of this task of encouragement and support emphasizes the effort of the state education agency in improving existing programs.

HYPOTHESIS III

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum-supervisor in implementing new state programs and what state curriculum supervisors report was their actual role in implementing new state programs.

.715 significant

This hypothesis was accepted. There was a significant correlation between what state curriculum supervisors had been doing and what local curriculum supervisory leaders desired. There was a high rank given to the IGE/MUS-E program by both groups. Also, low-c foreign language was ranked low by both groups.

In addition to the major conclusion drawn from the hypothesis, some minor

conclusions were drawn from the data related to the hypothesis. The local curriculum supervisory leaders desired tasks which related to implementing career education programs over all other tasks. There were indications that the state curriculum supervisors also desired career education. However, both the state curriculum supervisors and the local curriculum supervisors did not seem to be familiar with the concept of career education.

HYPOTHESIS IV

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in the improvement of instructional skills and what state curriculum supervisors report was their actual role in the improvement of instructional skills.

O not significant

This hypothesis was rejected. Although the hypothesis was not accepted, one conclusion can be drawn from these data concerning instructional skills. What was reported as actually occurring by state curriculum supervisors was not satisfying the desires of local curriculum supervisory leaders. This was very important because the supervisors traditional job has always related to improving instruction. The lack of a correlation indicated that the state supervisors may not be knowledgeable in techniques related to improving instructional skills.

In addition to data concerning the hypothesis, other data were collected that led to some minor conclusions. State curriculum supervisors and local supervisory leaders were in clear disagreement as to what tasks were employed to assist in improving instructional skills. Both did agree upon the tasks most

desired and least desired. Providing assistance in diagnosing student learning problems was the task indicated as most desirable by both groups. The state curriculum supervisors and local supervisory leaders also agreed that tasks involving suggestions on textbooks and instruction in the use of audio-visual equipment were not desirable as aspects of the role of state curriculum supervisor.

HYPOTHESIS V

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in the integration of curricular offerings and what state curriculum supervisors report was their actual role in the integration of curricular offerings.

.5 not significant

This hypothesis was rejected. State curriculum supervisors and local supervisory leaders were in clear disagreement as to the role of the state curriculum supervisor concerning the integration of curricular offerings. The state curriculum supervisors were actually involved with providing information on integrating courses such as reading with social studies, mathematics with industrial arts, and art with foreign language as the first priority. However, local curriculum supervisory leaders desired the task of providing information on integrating career education into the curriculum as a first priority.

A minor conclusion drawn from the data related to this hypothesis concerned career education. As indicated in hypothesis III, the local supervisory leaders listed as a top priority tasks related to implementing career education programs,

while state curriculum supervisors designated a middle range rank for implementing career education programs.

HYPOTHESIS VI

There is a significant relationship between what local curriculum supervisory leaders report as the desired aspects of the role of the state curriculum supervisor in providing information on instructional attitudes and what state curriculum supervisors report was their actual role in providing information on instructional attitudes.

.715 significant

This hypothesis was accepted. State curriculum supervisors and local supervisory leaders were in agreement as to the role of the state curriculum supervisor in dealing with instructional attitudes. In both cases the task of providing information to better deal with the rapid changes in curriculum and instruction was ranked "1." This was consistent with the similar task in the sub-section dealing with individualization of instruction.

A minor conclusion not directly related to the hypothesis was that both groups indicated, providing information to better deal with the rapid changes in curriculum and instruction should be the highest priority of the state curriculum supervisor. Additionally, both groups agreed that tasks of providing information on dealing with pressure groups and providing information on maximizing academic freedom should not be aspects of the role of the state curriculum supervisor.

In considering the data collected in this study and the conclusions drawn from the data, the following recommendations were developed:

1. The state education agency shall develop a program to strengthen the discussive and the supportive aspects of the leadership style of the state curriculum supervisors.
2. The state education agency shall expand the role of the state curriculum supervisor by emphasizing and training supervisors for broad curriculum development programs.
3. The state education agency shall employ more state supervisors who have had experience as local supervisory leaders. Many of the state supervisors are unaware of the pressure groups and minority groups with which local leaders must deal.
4. The state education agency shall maintain a two way system of communication between the state department of education and the local supervisory leader by providing curricular services to every school district in the state. Ongoing communication should keep current the needs of local supervisory leaders as furnished by the state curriculum supervisor.
5. The State education agency shall develop and implement a Career Education Program. Also, the state curriculum supervisors shall be trained in the concepts of career education. Lastly, a concept of career education must be defined for general use.
6. The state curriculum supervisors shall be trained to assist local districts in implementing individualized education programs.
7. The state curriculum supervisors shall be trained in the development of instructional skills. Many state supervisors due to lack of experience are deficient in this area.
8. State curriculum supervisors shall be held accountable for the services they extend. The interviews with local supervisory leaders clearly indicated that local supervision generally could not identify by name the state curriculum supervisor who services their local district.

IMPLICATIONS FOR FURTHER STUDY

Education today is greatly influenced by the changes occurring in the rest of society. This study concerns one of the most dynamic aspects of the educational system - supervision. Existing techniques have been discussed as well as plans for future programs.

If these programs are to develop and supervision is to continue as an important aspect of education, then adequate financing of the public schools is of paramount importance. Historically, the public schools have been controlled by the local publics they serve. Local taxes have primarily supported public education.

The advent of Sputnik in 1958 saw the Federal government gradually increase financial support to public schools. Federal programs such as the National Defense Education Act in 1958 and the Elementary and Secondary Education Act of 1963 saw a great influx of federal dollars to assist the local effort. It should be noted that it was through state education agencies that this money was distributed to the local district level. As a result state education agencies began to take on a new importance.

In the last several years school districts began receiving negative reactions from irate taxpayers through the elective process. Further, citizens have begun to take legal action against financial inequities in public education. Recent court cases have questioned the very constitutionality of the use of property taxes to finance the public schools. Finally, revenue sharing, though initially not earmarked for education, may have long range implications. What the exact ramifications of the legality of property taxes will be is still too soon to determine. However, if the property tax is ever set aside as a source for financing public education then monies must come from some other source. The most widely discussed possible source of revenue is from a state income tax distributed by a state education agency to local public schools. If this occurs then state education agencies will gain a still greater importance.

State education agencies may be forced into accepting a new role of leader-

ship rather than their historical regulatory role. If this happens the role of the state curriculum supervisor would of necessity be changed.

Because state curriculum supervisors may be called upon to provide curriculum leadership, and because an understanding of the leadership role of the state curriculum supervisor is necessary in providing that leadership, the following implications are cited for further study:

1. What effects do state curriculum supervisors have on superintendents and principals at the local school district level?
2. What role should state curriculum supervisors have with boards of education?
3. What types of involvements should state curriculum supervisors have with local community organizations?
4. Which aspects of the total curriculum most affect the role of the state curriculum supervisor?
5. Which types of leadership style are found to be most effective in dealing with local curriculum leaders of large school districts as compared to small school districts? Rural compared to urban?
6. How should the state curriculum supervisor assist in implementing various curriculum programs at the local district level?
7. What role should local supervisory leaders have in the evaluation of state curriculum supervisors?
8. Should the number and assignments of state curriculum supervisors be changed?
9. If state supervisors continue to operate as specialists, what should be the aspects of the role?

A state curriculum supervisor should have a vital role in contemporary education. It is he who should be assisting local districts in developing new programs and providing instructional information. The state curriculum supervisor should be charged with this responsibility. However, the accomplishments of the state curriculum supervisor should only result through suggestion,

service and leadership.

In summary, state curriculum supervisors should serve the needs of the local district. Some local districts are suspicious of the state education agency and the state curriculum supervisor. Much work is needed to overcome this suspicion. However, if the state curriculum supervisor is made constantly aware of the idea that his role is focused on service, an improvement of relations between the state curriculum supervisor and the local district will result. Leadership, too, must be a part of the role of the state curriculum supervisor if he is going to promote instructional improvement at the local level. As Melvin P. Heller noted "mediocre leadership leads to mediocrity. Able leadership leads to improvement."² Through able supervisory leadership the state agency will be able to assist local school districts in instructional improvement.

²Melvin P. Heller, "Qualities for Team Members," Bold New Venture, David W. Beggs, III, Editor (Bloomington and London, Indiana University Press, 1968) p. 150.

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MASTER LIST

<u>COUNTY</u>	
<u>ADAMS</u>	
1.	3
2.	172
3.	4
4.	1
<u>ALEXANDER</u>	
5.	1
6.	5
7.	5
<u>BOND</u>	
8.	2
9.	1
<u>BOONE</u>	
10.	200
11.	100
<u>BROWN</u>	
12.	1
<u>BUREAU</u>	
13.	500
14.	505
15.	92
16.	23
17.	94
18.	305
19.	99
20.	306
21.	126
22.	103
23.	115
24.	510
25.	303
26.	508
27.	502
28.	300
29.	504
30.	511
31.	34
<u>CALHOUN</u>	
32.	40
<u>CARROLL</u>	
33.	304
34.	305
35.	399
36.	303
37.	301

APPENDIX I

<u>COUNTY</u>	
38.	312
39.	300
<u>CASS</u>	
40.	15
41.	212
42.	64
<u>CHAMPAIGN</u>	
43.	4
44.	244
45.	130
46.	116
47.	3
48.	305
49.	137
50.	193
51.	1
52.	169
53.	208
54.	142
<u>CHRISTIAN</u>	
55.	8
56.	9
57.	310
58.	7
59.	3
60.	1
61.	182
<u>CLARK</u>	
62.	2C
63.	1
64.	3C
<u>CLAY</u>	
65.	133
66.	99
67.	10
<u>CLINTON</u>	
68.	186
69.	1
70.	3
71.	63
72.	12
73.	71
74.	19
75.	21
76.	60

<u>COUNTY</u>	
<u>COLES</u>	
77.	1
78.	2
79.	5
<u>COOK</u>	
80.	99
81.	225
82.	84
83.	83
84.	227
85.	202
86.	625
87.	206
88.	167
89.	102
90.	57
91.	158
92.	135
93.	122
94.	214
95.	218
96.	111
97.	177
98.	209
99.	162
100.	207
101.	225
102.	228
103.	109
104.	162
105.	218
106.	94
107.	63
108.	201
109.	211
110.	152½
111.	96
112.	74
113.	142
114.	36
115.	168
116.	127½
117.	113
118.	39
119.	163

APPENDIX I
(CONT.)

COUNTY
COOK
120. 110
121. 104
122. 231
123. 170
124. 87
125. 217
126. 401
127. 200
128. 73
129. 153
130. 132
131. 15
132. 103
133. 143
134. 126
135. 28
136. 27
137. 1
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140. 156
141. 128
142. 92
143. 30
144. 70
145. 98
146. 71
147. 97
148. 169
149. 155
150. 68
151. 88
152. 87½
153. 71
154. 194
155. 72
156. 149
157. 229
158. 146
159. 65
160. 86
161. 62
162. 34

COUNTY
163. 54
164. 124
165. 144
166. 147
167. 81
168. 219
169. 205
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172. 207
173. 64
174. 130
175. 214
176. 154
177. 133
178. 148
179. 101
180. 227
181. 89
182. 25
CRAWFORD
183. 1
184. 2
185. 4
186. 3
CUMBERLAND
187. 3
188. 77
DEKALB
189. 433
190. 425
191. 428
192. 427
193. 424
194. 426
195. 429
196. 430
DEWITT
197. 15
198. 5
199. 17
DOUGLASS
200. 301
201. 302

COUNTY
202. 306
203. 305
DUPAGE
204. 58
205. 89
206. 44
207. 11
208. 3
209. 36
210. 12
211. 10
212. 87
213. 95
214. 86
215. 70
216. 94
217. 69
218. 20
219. 33
220. 15
221. 62
222. 182
223. 46
224. 45
225. 99
226. 88
227. 57
228. 4
229. 2
230. 41
231. 61
EDGAR
232. 4
233. 3
EDWARDS
234. 1
EFFINGHAM
235. 40
236. 50
237. 10
FAYETTE
238. 203
239. 202
240. 204

APPENDIX I
(CONT.)

COUNTY
FAYETTE
241. 206
FORD
242. 5
243. 4
244. 2
245. 1
246. 3
FRANKLIN
247. 168
248. 103
249. 188
250. 112
251. 47
252. 196
253. 38
FULTON
254. 141
255. 66
256. 324
257. 341
258. 4
259. 2
260. 176
261. 1
262. 324
263. 3
GALLATIN
264. 1
265. 1
266. 4
267. 2
GREENE
268. 3
269. 3
270. 1
GRUNDY
271. 75
272. 54
273. 74
274. 1
HAMILTON
275. 48
276. 97

COUNTY
277. 101
HANCOCK
278. 334
279. 316
280. 325
281. 335
282. 312
283. 336
284. 328
285. 319
286. 337
HARDIN
287. 1
288. 2
HENDERSON
289. 115
290. 120
HENRY
291. 157
292. 226
293. 229
294. 227
295. 230
296. 223
297. 225
298. 233
299. 228
300. 224
301. 225
IROQUOIS
302. 9
303. 8
304. 4
JACKSON
305. 165
306. 176
307. 95
308. 176
309. 186
310. 140
311. 130
JASPER
312. 1

COUNTY
JEFFERSON
313. 80
314. 201
315. 1
316. 82
317. 205
318. 114
319. 79
JERSEY
320. 100
321. 100
322. 200
JO DAVIESS
323. 120
324. 212
325. 208
326. 211
327. 119
328. 206
JOHNSON
329. 18
330. 303
331. 71
KANE
332. 46
333. 303
334. 300
335. 129
336. 302
337. 304
338. 101
339. 131
KANKAKEE
340. 1
341. 5
342. 111
343. 259
344. 6
345. 307
346. 3
347. 53
KENDALL
348. 66
349. 18

APPENDIX I

(CONT.)

<u>COUNTY</u>	
<u>KENDALL</u>	
350.	88
351.	308
352.	115
<u>KNOX</u>	
353.	217
354.	205
355.	202
356.	207
357.	210
358.	208
<u>LASALLE</u>	
359.	124
360.	141
361.	135
362.	289
363.	175
364.	122
365.	120
366.	96
367.	125
368.	155
369.	272
370.	45
371.	160
372.	40
373.	280
374.	56
375.	400
376.	360
<u>LAWRENCE</u>	
377.	100
378.	57
379.	547
380.	102
381.	14
382.	71
383.	32
<u>LAKE</u>	
384.	126
385.	96
386.	50
387.	113
388.	75

<u>COUNTY</u>	
389.	60
390.	70
391.	41
392.	224
393.	115
394.	3
395.	109
396.	114
397.	108
398.	34
399.	110
400.	68
401.	73
402.	33
403.	117
404.	6
405.	127
406.	64
407.	124
408.	46
409.	10
410.	95
411.	36
412.	128
413.	116
414.	121
415.	79
416.	67
417.	63
418.	103
419.	1
<u>LEE</u>	
420.	170
421.	272
422.	275
423.	271
<u>LIVINGSTON</u>	
424.	430
425.	90
426.	1
427.	5
428.	6
429.	429
430.	160

<u>COUNTY</u>	
431.	3
432.	232
433.	2
<u>LOGAN</u>	
434.	27
435.	21
436.	22
437.	38
438.	404
439.	34
440.	406
441.	405
442.	264
<u>MCDONOUGH</u>	
443.	185
444.	170
445.	165
446.	175
447.	180
<u>MCHENRY</u>	
448.	47
449.	36
450.	156
451.	158
452.	200
453.	155
454.	11
456.	157
457.	140
458.	46
459.	12
460.	19
461.	154
462.	15
463.	50
464.	46
<u>MCLEAN</u>	
465.	7
466.	9
467.	87
468.	2
469.	8
470.	5
471.	16

APPENDIX I

(CONT.)

<u>COUNTY</u>	
<u>MCLEAN</u>	
472.	3
473.	311
474.	11
475.	4
<u>MACON</u>	
476.	61
477.	5
478.	3
479.	10
480.	6
481.	11
482.	2
483.	1
<u>MACOUPIN</u>	
484.	8
485.	3
486.	7
487.	6
488.	9
489.	1
490.	2
<u>MADISON</u>	
491.	7
492.	16
493.	10
494.	1
495.	9
496.	5
497.	13
498.	12
499.	11
500.	8
501.	3
502.	2
503.	4
<u>MARION</u>	
504.	200
505.	135
506.	501
507.	1
508.	2
509.	600
510.	111

<u>COUNTY</u>	
511.	100
<u>MARSHALL</u>	
512.	1
513.	2
514.	35
515.	4
516.	3
517.	20
<u>MASON</u>	
518.	124
519.	122
520.	121
521.	123
522.	126
<u>MASSAC</u>	
523.	5
524.	20
525.	38
526.	35
<u>MENARD</u>	
527.	202
528.	200
529.	213
<u>MERCER</u>	
530.	203
531.	201
532.	202
533.	200
<u>MONROE</u>	
534.	5
535.	3
<u>MONTGOMERY</u>	
536.	66
537.	3
538.	2
539.	22
540.	12
<u>MORGAN</u>	
541.	117
542.	1
543.	27
<u>MOULTRIE</u>	
544.	300
545.	301

<u>COUNTY</u>	
546.	303
<u>OGLE</u>	
547.	261
548.	220
549.	231
550.	223
551.	226
552.	221
553.	222
554.	144
555.	170
556.	212
557.	270
558.	161
<u>PEORIA</u>	
559.	325
560.	150
561.	70
562.	316
563.	322
564.	309
565.	310
566.	327
567.	323
568.	326
569.	321
570.	62
571.	69
<u>PERRY</u>	
572.	212
573.	5
574.	211
575.	101
576.	102
577.	300
578.	50
<u>PIATT</u>	
579.	25
580.	39
581.	57
582.	100
<u>PIKE</u>	
583.	10
584.	172

APPENDIX I

(CONT.)

<u>COUNTY</u>	
<u>PIKE</u>	
585.	57
586.	1
<u>POPE</u>	
587.	1
588.	100
589.	101
<u>PUTNAM</u>	
590.	535
<u>RANDOLPH</u>	
591.	140
592.	132
593.	124
594.	1
595.	139
<u>RICHLAND</u>	
596.	2
597.	1
598.	1
<u>ROCK ISLAND</u>	
599.	40
600.	34
601.	41
602.	100
603.	30
604.	300
605.	40
606.	37
<u>ST. CLAIR</u>	
607.	90
608.	118
609.	189
610.	40
611.	201
612.	105
613.	19
614.	77
615.	110
616.	187
617.	175
618.	60
619.	115
620.	70
621.	116

<u>COUNTY</u>	
622.	196
623.	9
624.	188
625.	188
626.	203
<u>SALINE</u>	
627.	4
628.	1
629.	3
630.	2
<u>SANGAMON</u>	
631.	13
632.	3A
633.	186
634.	5
635.	11
636.	16
637.	15
638.	8
639.	12
640.	1
641.	10
642.	242
643.	43
<u>SCHUYLER</u>	
644.	1
<u>SCOTT</u>	
645.	2
646.	1
<u>SHELBY</u>	
647.	1
648.	10
649.	2
650.	4
651.	188
652.	6A
653.	5A
654.	11
<u>STARK</u>	
655.	45
656.	1
657.	71
658.	2
659.	54

<u>COUNTY</u>	
<u>STEPHENSON</u>	
660.	203
661.	145
662.	201
663.	200
664.	202
<u>TAZEWELL</u>	
665.	309
666.	85
667.	52
668.	703
669.	108
670.	76
671.	709
672.	306
673.	701
674.	702
675.	695
676.	50
677.	308
678.	51
679.	137
680.	303
681.	606
<u>UNION</u>	
682.	17
683.	81
684.	84
685.	37
<u>VERMILION</u>	
686.	3
687.	1
688.	118
689.	237
690.	194
691.	4
692.	225
693.	2
694.	227
695.	132
696.	7
697.	59
698.	125
699.	9

APPENDIX I

(CONT.)

COUNTY
WABASH
 700. 348
 701. 17
WARREN
 702. 38
 703. 225
 704. 222
 705. 200
 706. 400
WASHINGTON
 707. 99
 708. 47
 709. 88
 710. 78
 711. 49
 712. 15
 713. 100
 714. 29
WAYNE
 715. 225
 716. 17
 717. 7
 718. 228
 719. 112
 720. 22
WHITE
 721. 229
 722. 5
 723. 18
WHITESIDE
 724. 134
 725. 3
 726. 1
 727. 143
 728. 13
 729. 138
 730. 301
 731. 2
 732. 14
 733. 307
 734. 300
 735. 13
 736. 62
 737. 4
 738. 38

COUNTY
WILL
 739. 30
 740. 86
 741. 201U
 742. 81
 743. 205
 744. 122
 745. 159
 746. 89
 747. 211
 748. 96
 749. 161
 750. 206
 751. 207
 752. 175C
 753. 202
 754. 91
 755. 210
 756. 5C
 757. 204
 758. 70C
WILLIAMSON
 759. 2
 760. 1
 761. 5
 762. 4
 763. 2
WINNEBAGO
 764. 122
 765. 205
 766. 13
 767. 321
 768. 207
 769. 320
 770. 322
 771. 323
WOODFORD
 772. 60
 773. 140
 774. 108
 775. 122
 776. 375
 777. 21
 778. CC1
 779. 69

COUNTY

**STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT
Instructional Projects Section
316 South Second Street
Springfield, Illinois 62706**

This questionnaire has been designed to find out how the state curriculum supervisor performed (1971-72 school year) and how the state curriculum supervisor should perform his supervisory role. There are no "right" or "wrong" answers.

COMPLETED BY (Please print) <hr/> SEX <input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female	POSITION <input type="checkbox"/> 1. Curriculum Supervisor <input type="checkbox"/> 2. Principal <input type="checkbox"/> 3. Assistant Superintendent <input type="checkbox"/> 4. Superintendent <input type="checkbox"/> 5. Other (Give Title)	YEARS EXPERIENCE IN POSITION <input type="checkbox"/> 1. 1 - 5 <input type="checkbox"/> 2. 6 - 10 <input type="checkbox"/> 3. 11 + HIGHEST DEGREE EARNED <input type="checkbox"/> 1. Bachelor <input type="checkbox"/> 3. Doctorate <input type="checkbox"/> 2. Master
----------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Supervisors have at hand a variety of ways of structuring relationships and exerting leadership with teachers and others in order to achieve educational purposes and goals. All of the following are generally considered important "leadership styles" in supervisory activity in education, but are usually viewed by different supervisors as being more or less effective for the task.

Since most persons generally do not function in their job exactly as they think they should, would you please rank order these ways of working according to how supervisors work and how you think they should work. Down the left side of the column, rank order these leadership styles from "1" through "6" according to how supervisors actually function. Down the right side of the column, rank order these leadership styles from "1" through "6" in terms of how supervisors should function.

OSP 81-02 (8/72)

SUPERVISORY ACTIVITIES

Listed below are five areas of concern in which supervisors are involved. In each section, seven possible responsibilities of supervisors are listed. Down the left hand side of each section, please rank order these functions from "1" through "7" according to how supervisors actually function. Down the right hand side of each section, please rank order these functions from "1" through "7" according to how supervisors should function.

How Supervisors Actually Function Rank 1 through 7	I. Individualization of Instruction	How Supervisors Should Function Rank 1 through 7
	Aid teachers in developing new materials	
	Inform teachers about available materials.	
	Provide self-evaluation materials.	
	Provide remedial instruction material	
	Offer encouragement and support to the teaching staff.	
	Provide diagnostic tests to discover specific pupil weaknesses.	
	Provide encouragement and support to the administrative staff.	

Actually Function	II. Implementation of New State Programs	Should Function
	Aid school districts in the initiation of a Career Education Program.	
	Aid school districts in the initiation of a Twelve Month School Year.	
	Aid school districts in an Individually Guided Education & Multiunit School-Elementary (IGE/MUS-E) program.	
	Aid School districts in a low-culture Foreign Language Program.	
	Aid school districts in an open classroom program.	
	Aid school districts in a comprehensive Health Education Program.	
	Aid school districts in an Ethnic Studies Program.	

Actually Function	III. Improvement of Instructional Skills	Should Function
	Instruct teachers in the utilization of learning centers.	
	Instruct teachers in the use of audio-visual equipment.	
	Provide suggestions on worthwhile textbooks.	
	Assist teachers in choosing supplementary materials as films, maps, records and reference books.	
	Provide information on new ways of measuring and reporting student achievement.	
	Provide assistance in diagnosing student learning problems.	
	Provide information on services available from county, state, and federal education agencies.	

How Supervisors Actually Function Rank 1 through 7	IV. Integration of Curricular Offerings	How Supervisors Should Function Rank 1 through 7
	Provide information on integrating Career Education into the curriculum.	
	Provide information on integrating Health Education into the curriculum.	
	Provide information on integrating Environmental Education into the curriculum.	
	Provide information on integrating Ethnic Studies into the curriculum.	
	Provide information on integrating core courses--i.e. Reading with Social Studies, Math with Industrial Arts, Art and Foreign Language.	
	Provide information on integrating Safety Education into the curriculum.	
	Provide Information on integrating Consumer Education into the curriculum.	

Actually Function	V. Instructional Attitudes	Should Function
	Provide information on dealing with pressure groups.	
	Provide information on working with different ability groups.	
	Provide information on maximizing academic freedom.	
	Provide information on improving the psychological climate of the classroom.	
	Provide teachers with information to better deal with the rapid changes in curriculum and instruction.	
	Provide information to assist teachers in better appreciating the cultures of minority groups.	
	Provide information on the importance of planning and organizing courses.	

APPENDIX III



State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706
August 18, 1972

Michael J. Bakalis
Superintendent

Dear Superintendent:

This is to ask your help with a research study conducted by the Department of Elementary and Secondary Education, Office of the Superintendent of Public Instruction. I am requesting that the curriculum supervisory leader complete the enclosed survey instrument in each of the districts chosen in a random sample of those districts visited by state curriculum supervisors during the 1971-72 school year.

The results of this study will be used in planning and defining the role of the state supervisor. This will assist the Superintendent's Office in providing better curriculum services to the school districts of Illinois.

Please give this letter and the survey instrument to the educator in your district responsible for curriculum. This person, that I call the curriculum supervisory leader, should be in the best position to answer questions about state supervisors. I am fully aware that the title of this person -- curriculum leader, principal, assistant superintendent, superintendent -- will vary in the districts.

Since a small random sample was selected from all districts visited by state curriculum supervisors during the 1971-72 school year, I urgently request that the response from your district be returned in the enclosed, stamped envelope. To be most meaningful in our planning process, the survey instrument should be returned by September 13, 1972. Thank you for your cooperation.

Sincerely yours,

A handwritten signature in dark ink, appearing to read "Michael F. Stramaglia".

Michael F. Stramaglia
Assistant Superintendent
Department of Elementary
and Secondary Education

APPENDIX IV

STATE OF ILLINOIS
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
MICHAEL J. BAKALIS, SUPERINTENDENT

Instructional Projects Section
316 South Second Street
Springfield, Illinois 62706

Completed by _____

District Number _____

THE ELEMENTS OF THE STATE SUPERVISOR'S ROLE

This questionnaire has been designed to find out how the state curriculum supervisor performed (1971-72 school year) and how the state curriculum supervisor should perform his supervisory role. There are no "right" or "wrong" answers.

BACKGROUND INFORMATION (Please place an "X" in the appropriate space.)

POSITION <input type="checkbox"/> 1. Curriculum Supervisor <input type="checkbox"/> 2. Principal <input type="checkbox"/> 3. Assistant Superintendent <input type="checkbox"/> 4. Superintendent <input type="checkbox"/> 5. Other (Give title) _____	HIGHEST DEGREE EARNED <input type="checkbox"/> 1. Bachelor <input type="checkbox"/> 2. Master <input type="checkbox"/> 3. Doctorate SEX <input type="checkbox"/> 1. Male <input type="checkbox"/> 2. Female	SIZE OF DISTRICT <input type="checkbox"/> 1. Under 500 students <input type="checkbox"/> 2. 500 - 1,000 <input type="checkbox"/> 3. 1,000 - 5,000 <input type="checkbox"/> 4. 5,000 - 10,000 <input type="checkbox"/> 5. 10,000 + LOCATION <input type="checkbox"/> 1. Urban <input type="checkbox"/> 2. Suburban <input type="checkbox"/> 3. Rural
YEARS EXPERIENCE IN POSITION <input type="checkbox"/> 1. 1 - 5 <input type="checkbox"/> 2. 6 - 10 <input type="checkbox"/> 3. 11 +	KIND OF DISTRICT <input type="checkbox"/> 1. K-8 <input type="checkbox"/> 2. K-12 <input type="checkbox"/> 3. 9 - 12	

WAYS OF WORKING IN SUPERVISION

Supervisors have at hand a variety of ways of structuring relationships and exerting leadership with teachers and others in order to achieve educational purposes and goals. All of the following are generally considered important "leadership styles" in supervisory activity in education, but are usually viewed by different supervisors as being more or less effective for the task.

Since most persons generally do not function in their job exactly as they think they should, would you please rank order these ways of working according to how supervisors work and how you think they should work. Down the left hand side of the columns, rank order these leadership styles from "1" to "6" according to how supervisors actually function. Down the right hand side of the columns, rank order these leadership styles from "1" to "6" in terms of how supervisors should function.

Supervisors Actually Function	Directive: The supervisor as leader initiates the direction and communication patterns for each situation. He tells the teacher what he thinks should be accomplished and how it should be done. He clarifies further by means of written material and in other ways.	How Supervisors Should Function	How Supervisors Actually Function	Non-Directive: The supervisor should not concern himself with the specific things which teachers do. Teachers learn those ways of working which they want to learn, and the supervisor allows each teacher to be free and responsive to set goals and select means.	How Supervisors Should Function
	Discussive: The supervisor encourages a maximum of discussion with teachers, and he tries to hear what each teacher has to say. The activities which the supervisor suggests reflect the teacher's thinking, and the basic techniques which he uses include listening and asking questions.			Persuasive: A supervisor is able to persuade teachers to follow his suggestions about content or teaching technique. Because of his training and experience, the supervisor's ideas are generally accepted, but if he is not able to convince teachers that his suggestions are valid and appropriate, then teachers are free to do what they feel is best.	
	Manipulative: The supervisor can and should determine how teachers should function. He is wise if he will let the teachers feel that they are actually participating in the decision-making process themselves, but he will always work in such a way that they finally agree with his decisions.			Supportive: The supervisor's task is to lend support and assistance to each teacher as that teacher attempts to develop his own teaching style. The supervisor provides counsel, information, and praise to aid each teacher who requests assistance.	

SUPERVISORY ACTIVITIES

Listed below are five areas of concern in which supervisors are involved. In each section, seven possible responsibilities of supervisors are listed. Down the left hand side of each section, please rank order these functions from "1" to "7" according to how supervisors actually function. Down the right hand side of each section, please rank order these functions according to how supervisors should function.

I. Individualization of Instruction

How Supervisors Actually Function		How Supervisors Should Function
	Aid teachers in developing new materials.	
	Inform teachers about available materials.	
	Provide self-evaluation materials.	
	Provide remedial instruction material	
	Offer encouragement and support to the teaching staff.	
	Provide diagnostic tests to discover specific pupil weaknesses.	
	Provide encouragement and support to the administrative staff.	

II. Implementation of New State Programs

	Aid school districts in the initiation of a Career Education Program.	
	Aid school districts in the initiation of a Twelve Month School Year.	
	Aid school districts in an Individually Guided Education & Multiunit School-Elementary (IGE/MUS-E) program.	
	Aid school districts in a low-culture Foreign Language Program.	
	Aid school districts in an open classroom program.	
	Aid school districts in a comprehensive Health Education Program.	
	Aid school districts in an Ethnic Studies Program.	

III. Improvement of Instructional Skills

	Instruct teachers in the utilization of learning centers.	
	Instruct teachers in the use of audio-visual equipment.	
	Provide suggestions on worthwhile textbooks.	
	Assist teachers in choosing supplementary materials as films, maps, records and reference books.	
	Provide information on new ways of measuring and reporting student achievement.	

III. Improvement of Instructional Skills (Continued)

How Supervisors Actually Function		How Supervisors Should Function
	Provide assistance in diagnosing student learning problems.	
	Provide information on services available from county, state, and federal education agencies.	

IV. Integration of Curricular Offerings

	Provide information on integrating Career Education into the curriculum.	
	Provide information on integrating Health Education into the curriculum.	
	Provide information on integrating Environmental Education into the curriculum.	
	Provide information on integrating Ethnic Studies into the curriculum.	
	Provide information on integrating core courses--i.e. Reading with Social Studies, Math with Industrial Arts, Art and Foreign Language.	
	Provide information on integrating Safety Education into the curriculum.	
	Provide Information on integrating Consumer Education into the curriculum.	

V. Instructional Attitudes

	Provide information on dealing with pressure groups.	
	Provide information on working with different ability groups.	
	Provide information on maximizing academic freedom.	
	Provide information on improving the psychological climate of the classroom.	
	Provide teachers with information to better deal with the rapid changes in curriculum and instruction.	
	Provide information to assist teachers in better appreciating the cultures of minority groups.	
	Provide information on the importance of planning and organizing courses.	

APPENDIX V



State of Illinois
Office of the Superintendent of Public Instruction
Springfield, Illinois 62706
August 3, 1972

Michael J. Bakalis
Superintendent

Dear Superintendent:

This is to ask your help with a research study conducted by the Department of Elementary and Secondary Education, Office of the Superintendent of Public Instruction. I am requesting that the curriculum supervisory leader complete the enclosed survey instrument in each of the districts chosen in a random sample of those districts visited by state curriculum supervisors during the 1971-72 school year.

The results of this study will be used in planning and defining the role of the state supervisor. This will assist the Superintendent's Office in providing better curriculum services to the school districts of Illinois.

Please give this letter and the survey instrument to the educator in your district responsible for curriculum. This person, that I call the curriculum supervisory leader, should be in the best position to answer questions about state supervisors. I am fully aware that the title of this person -- curriculum leader, principal, assistant superintendent, superintendent -- will vary in the districts.

Since a small random sample was selected from all districts visited by state curriculum supervisors during the 1971-72 school year, I urgently request that the response from your district be returned in the enclosed envelope. To be most meaningful in our planning process, the survey instrument should be returned by August 21, 1972. Thank you for your cooperation.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Michael F. Stramaglia".

Michael F. Stramaglia
Assistant Superintendent
Department of Elementary
and Secondary Education

APPENDIX VII

The questions listed below are questions which were used in the interview. Each question was asked in order and in the same way to make the responses comparable.

1. What types of leadership style do you believe are least effective and most effective for state curriculum supervisors in dealing with teachers? Why?
2. Do you believe you have assisted teachers in understanding an individualized teaching approach?
3. How do you define individualization?
4. How have you been involved in the individualization of instruction in your area?
5. What recent innovations have you helped to implement?
6. What are the positive and negative results involving curriculum as related to these recent innovations?
7. How can the state curriculum supervisor be more helpful in developing new programs?
8. Which instructional skills are most important for successful teaching?
9. How have you aided in the development of the above mentioned skills?
10. Which ways should the state curriculum supervisor be involved in developing instructional skills?
11. Which attitudes most affect productivity?
12. What have you noticed as attitudinal changes in teachers as a result of visitations?
13. On which attitudinal changes should the state curriculum supervisor concentrate?
14. Having the opportunity to be involved in curriculum change, on which aspects of the curriculum would you focus?
15. How have you assisted districts in integrating their school district's curriculum?
16. What should be the role of the state curriculum supervisor in assisting local districts in integrating their school district's curriculum?

APPENDIX VIII

3	Robert V. Furmanek Mendon C.U. #4 Mendon, Illinois 62338	290	Duane E. Fryear Southern C.U. 120 Stronghurst 61480
5	Gene A. Mason Cairo U.D. #1 2037 Washington Avenue Cairo 62914	291	Winford Legate Briar Bluff Com. 157 R. F. D. #1 Coal Valley 61240
73	Robert Astroth Central C. District #71 First Street Aviston 62216	341	Gust Ferri Manteno C.U. #5 Park & Poplar Streets Manteno 60950
80	Adolph E. Svec Cicero Com. District #99 5110 West 24th Street Cicero 60650	350	A. F. VanBehren Plano C.U. 88 South Hale Street Plano 60545
126	Harold C. Scholle Elmwood Park C.U. #401 8201 West Fullerton Elmwood Park 60635	384	Dr. Ross Speece Zion Benton Twp. 126 1606 West 23rd Street Zion 60099
127	Russell F. Fuog Oak Park-River Forest Cons. 200 201 North Scoville Avenue Oak Park 60302	387	Dr. Karl R. Plath Highland Pk. Twp. 113 1040 Park Avenue Highland Park 60035
159	Joseph B. Porter Evanston C.C. #65 1314 Ridge Avenue Evanston 60201	431	Lester Miller Fairbury Cropsey C.U. 3 411 North 7th Street Fairbury 61739
160	Karl O. Grandt Union Ridge Com. 86 4600 North Oak Park Avenue Harwood Heights 60656	433	Joseph Foster Forrest Strawn Wing C.U. 3 312 North Center Street Forrest 61741
205	Darrell A. Holsteen Glen Ellyn C.C. #89 250 South Park Blvd. Glen Ellyn 60137	487	J. Harold Diel Staunton C.U. #6 701 North Deneen Street Staunton 62088
208	Dr. Earl L. Sutter Elmhurst Com. #3 899 North York Road Elmhurst 60126	491	A. Gordon Dodds Edwardsville C.U. 7 708 St. Louis Street Edwardsville 62025
246	J. Fred Crouch Roberts Thawville C.U. #3 Roberts 60962	541	Clifford Crone Jacksonville U.D. 117 1021 Lincoln Jacksonville 62650
250	David E. Barry Thompsonville C. 112 Thompsonville 62890	542	Laurence Laugharn Franklin C.U. 1 Franklin 62638

- 594 Curtis E. Pierce
Coulterville U.D. 1
Coulterville 62237
- 595 H. C. Marchildon, Jr.
Chester C.U. 139
1901 Swanwick Street
Chester 62233
- 637 William Gaither
Williamsville C.U. 15
Williamsville 62693
- 641 William C. Bird
Auburn C.U. 10
217 North Fifth Street
Auburn 62615
- 686 Derry Behm
Georgetown C.U. 3
400 West West Street
Georgetown 61846
- 687 Clayton Wilcox
Bismarck C.U. 1
Bismarck 61814
- 717 Gene Tolliver
Cisne C.C. 7
Box 168
Cisne 62823
- 720 Edwin Borah
Wayne City C.C. 22
Wayne City 62895
- 768 David A. Malinsky
Hononegah Community 207
Salem & Chapel
Rockton. 61072
- 771 Peter J. Palombi
Winnebago C.U. 323
Box 98
Winnebago 61088

<u>DIST. NO.</u>	<u>DIST. NAME</u>	<u>DIST. NO.</u>	<u>DIST. NAME</u>
700	Mt. Carmel C. U. #348	141	Palos Hts. Com. #128
437	Mt. Pulaski Twp. #28	232	Paris C. C. #95
314	Mt. Vernon Twp. #201	173	Park Ridge C. C. #64
652	Moweaqua C. U. #6A	635	Pawnee C. U. #11
707	Nashville C. #99	572	Pinckneyville C. C. #212
527	Porta C. U. #202	424	Pontiac Esmen C. C. #430
464	Prairie Grove Cons. #46	70	Trenton C. U. #3
568	Princeville C. U. #326	422	Tri-Valley C. U. #3
725	Prophetstown-Lyndon C.U. #3	603	United Twp. #30
358	R.O.V.A. C. U. #208	361	Utica Com. #135
240	Ramsey C. U. #204	748	Valley View Com. #96
732	Riverdale Com. #14	224	Villa Park Com. #45
642	Riverton C. #242	42	Virginia C. U. #64
666	Robein Com. #85	26	Walnut C. #508
413	Round Lake C. U. #116	677	Washington C. #308
509	Salem Com. #600	534	Waterloo C. U. #5
167	Schiller Pk. Com. #81	219	West Chicago Com. #33
690	Sidell C. C. #194	216	West Chicago C. #94
96	South Stickney Com. #111	693	Westville C. U. #2
516	Sparland C. U. #3	295	Wethersfield C. U. #230
454	Spring Grove Com. #11	357	Williamsfield C. U. #39
681	Spring Lake C. C. #606	532	Winola C. U. #202
633	Springfield U. D. #186	536	Wit U. D. #66
724	Sterling Com. #134		
58	Stonington C. U. #7		
377	Sumner Twp. #100		
97	Sunnybrook Com. #171		
169	Thornton Twp. #205		
648	Tower Hill C. C. #10		
187	Neoga C. U. #3		
618	New Athens C. U. #60		
636	New Berlin C. U. #16		
744	New Lenox Com. #122		
164	Niles Com. #71		
539	Nokomis C. U. #22		
470	Normal C. U. #5		
406	North Chicago Com. #64		
264	North Gallatin C. U. #1		
135	Northbrook Com. #28		
147	Oak Park Com. #97		
430	Odell C. #160		
626	O'Fallon Twp. #203		
351	Oswego C. U. #308		
360	Ottawa Com. #141		
374	Otter Creek Com. #56		
131	Palatine C. C. #15		

APPENDIX X



State of Illinois

Office of the Superintendent of Public Instruction

Springfield, Illinois 62706

September 20, 1972

Michael J. Bakalis
Superintendent

Dear Superintendent:

A few weeks ago you were sent a survey instrument and a letter asking your help with a research study being conducted by the Department of Elementary and Secondary Education, Office of the Superintendent of Public Instruction. Since we have not received a response from your district, could you take a few minutes to give this letter and the enclosed form to the curriculum leader in your district.

The results of this study will be used in planning the role of the state supervisor. This will assist the Superintendent's Office in providing better curriculum services to the school districts of Illinois.

Please give this letter and the enclosed survey instrument to the educator in your district responsible for curriculum. This person should be in the best position to answer questions concerning state supervisors. I am fully aware that the title of this person - curriculum leader, principal, assistant superintendent, superintendent - will vary in the districts.

I request that the response from your district be returned by October 1, 1972. Thank you for your cooperation.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Michael F. Stramaglia".

Michael F. Stramaglia
Assistant Superintendent
Department of Elementary
and Secondary Education

APPENDIX XI

RANDOM NUMBERS 5% SAMPLE PILOT STUDY

3, 5, 73, 80, 126, 126, 159, 160, 205, 208, 246, 250, 290, 291,
341, 350, 384, 387, 431, 433, 487, 491, 541, 542, 594, 595, 637, 641,
686, 687, 717, 720, 768, 771

RANDOM NUMBERS 20% SAMPLE FINAL STUDY

8, 26, 32, 41, 42, 51, 58, 62, 70, 72, 81, 85, 88, 96, 97, 100,
116, 118, 122, 123, 128, 130, 131, 135, 127, 141, 146, 147, 151, 156,
166, 167, 169, 173, 174, 182, 187, 188, 202, 203, 215, 216, 219, 224,
230, 232, 234, 235, 240, 243, 251, 253, 256, 263, 264, 270, 271, 274,
275, 288, 295, 301, 302, 305, 314, 322, 323, 332, 336, 338, 397, 403,
406, 413, 415, 417, 420, 422, 424, 430, 437, 443, 454, 455, 460, 462,
464, 465, 470, 472, 499, 504, 509, 516, 527, 529, 532, 534, 536, 539,
545, 546, 550, 557, 558, 568, 572, 579, 589, 593, 603, 606, 610, 611,
618, 624, 626, 633, 635, 636, 642, 648, 651, 652, 656, 666, 670, 677,
681, 685, 688, 690, 691, 692, 693, 700, 702, 707, 712, 714, 742, 725,
732, 738, 740, 741, 743, 744, 748, 754, 775

APPENDIX XII

CARD	COLUMN	0	1	2	3	4	5	6	7	8	9
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2		15	15	15	23	17	18	16	18	9	10
3		17	16	22	14	17	15	18	14	15	8
4		6	135	15							
5		3	15	25	22	78	13				
6		5	85	28	38						
7		4	2	135	15						
8		25	9	27	16	23	28	11	17		
9		13	33	22	32	22	11	5	18		
10		25	41	27	28	15	10	6	4		
11		13	28	35	27	22	12	8	11		
12		26	7	11	21	24	20	22	25		
13		13	9	16	29	21	27	19	22		
14		27	6	9	27	18	28	29	14		
15		14	1	7	19	31	21	42	21		
16		25	30	19	18	26	18	15	10		
17		13	44	24	21	11	8	27	8		
18		28	10	12	10	24	17	23	32		
19		13	12	16	16	16	33	23	27		
20		26	29	19	13	18	15	11	25		
21		14	17	20	12	6	12	10	65		
22		37	35	20	23	11	6	18	6		
23		22	41	28	17	19	11	3	15		
24		37	7	6	18	21	18	14	35		
25		22	4	6	9	25	15	29	56		
26		39	20	15	15	21	12	17	17		
27		24	41	20	18	16	13	11	13		
28		39	5	10	10	21	32	19	20		
29		22	2	7	10	19	29	38	28		
30		39	5	14	14	26	24	18	16		
31		21	18	25	22	22	19	13	16		
32		37	16	24	19	19	19	8	14		
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34		38	11	18	26	16	7	15	25		
35		22	5	9	28	27	18	20	27		
36		26	16	16	14	19	30	24	11		
37		14	20	29	22	21	17	21	12		
38		27	12	21	23	15	15	24	19		
39		14	6	6	16	23	22	30	39		
40		26	26	19	20	21	14	11	19		
41		14	10	11	15	17	21	26	42		
42		26	15	18	25	30	16	12	14		
43		14	7	21	28	27	18	24	17		
44		27	9	11	26	21	21	23	18		
45		14	16	31	29	22	22	11	11		

CARD COLUMN	0	1	2	3	4	5	6	7	8	9
46	28	15	13	15	18	20	25	22		
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48	25	43	16	9	12	12	15	24		
49	14	24	17	16	18	12	16	39		
50	35	31	23	14	15	8	12	18		
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52	32	11	31	16	21	16	21	8		
53	17	16	30	14	30	17	17	15		
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55	17	7	21	38	21	22	14	16		
56	35	13	13	12	14	21	13	35		
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58	33	15	12	18	10	22	29	27		
59	18	43	17	13	17	16	12	20		
60	31	5	18	20	17	23	25	17		
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62	31	24	19	22	19	13	16	12		
63	17	14	14	19	28	18	24	22		
64	31	13	8	11	9	14	24	64		
65	14	8	4	12	14	15	42	47		
66	32	22	18	25	23	17	10	9		
67	14	30	27	25	24	12	12	12		
68	31	6	12	13	18	23	28	25		
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70	30	8	10	25	35	24	17	7		
71	13	27	34	30	25	8	10	9		
72	29	26	23	25	24	7	11	11		
73	13	39	26	32	20	7	5	14		
74	30	14	18	15	15	33	16	15		
75	13	5	16	12	16	44	29	21		
76	29	27	23	18	14	16	15	14		
77	14	26	26	27	22	14	12	15		
78										
79			156							
80										

TOTAL CARDS READ
156

TOTAL CARD COLUMNS PROCESSED
12168

CARD COLUMN	0	1	2	3	4	5	6	7	8	9
1	14	22	22	20	19	19	24	16		
2	15	15	15	23	17	18	16	18	9	10
3	17	16	22	14	17	15	18	14	15	8
4	6	135	15							
5	3	15	25	22	78	13				
6	5	85	28	38						
7	4	2	134	15	1					
8	15	46	22	21	22	14	16			
9	8	12	13	28	27	24	42	2		
10	15	20	22	20	40	25	13	1		
11	8	48	49	21	14	10	5	1		
12	16	18	38	22	24	16	22			
13	9	7	8	23	31	34	44			
14	15	15	10	16	25	31	43	1		
15	8	13	18	31	21	30	34	1		
16	17	11	15	43	30	24	16			
17	10	11	17	39	38	33	8			
18	15	14	20	27	27	28	24	1		
19	8	52	38	16	14	9	17	2		
.										
.										
.										
79		156								
80										

TOTAL CARDS READ
156

TOTAL CARD COLUMNS PROCESSED
3120

APPROVAL SHEET

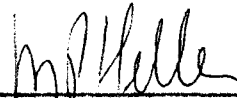
The dissertation submitted by Michael F. Stramaglia has been read and approved by three members of the Department of Education.

The final copies have been examined by the Director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and the dissertation is now given final approval with reference to content, form, and mechanical accuracy.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

June 5, 1973

Date



Signature of Advisor